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VOLUNTEER PROGRAMS IN COMMUNITY SCHOOLS: STRUCTURE, VOLUNTEER TASKS, GOALS, PERCEIVED SATISFACTION, AND IMPROVEMENT.

by

Harry Otto Eckhard Wagner

©

A THESIS
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ABSTRACT

Volunteer Programs in Community Schools: Structure, Tasks, Goals, Perceived Satisfaction, and Improvement

The primary focus of this study was to examine volunteer programs in designated community schools in Alberta. The specific topics of organization of volunteer programs, perceived frequency and appropriateness of volunteer tasks, importance of volunteer program goals, and satisfaction with volunteer programs were explored.

The data were collected through the use of questionnaires and interviews. Questionnaires were sent to principals of community schools in Alberta officially designated as such by the Interdepartmental Community School Committee as well as to teachers and volunteers in three community schools selected by the author. In addition, the principal, community school coordinator, three teachers, and three volunteers in each of the three selected schools were interviewed.

The data were compiled and analyzed using the University of Alberta computer services. Single classification analysis of variance was used to compare perceptions of respondent groups regarding tasks, goals, and satisfaction with volunteer programs while the remaining data were presented through frequency distributions.

The findings revealed that the majority of designated community schools in Alberta were either Elementary or Elementary/Junior high schools, the largest number had been designated for two years, and 20 percent had no volunteer programs while nearly half had had volunteer programs for five years or more. Most schools had done some initial planning for volunteer involvement, but few had done an analysis of staff readiness or developed recruitment plans and policies. Only 35.1 percent of schools had screened volunteers and personal qualities were considered more valuable than academic skills. Two-thirds of volunteers had an orientation, usually of one half day or less, while only 29.7 percent of schools had a teacher orientation. The community school coordinator was identified as being primarily responsible for volunteer programs.

Significant differences regarding how frequently selected categories of tasks were performed by volunteers occurred among groups of principals, teachers, and volunteers in three of five categories of tasks. Teachers generally noted tasks as occurring less frequently. Tasks most appropriate for volunteers were identified as general non-instructional by principals, clerical by teachers, and instructional by volunteers.

Differences regarding selected goals of volunteer programs occurred among groups with four of seven selected goals.

While satisfaction levels with volunteer programs were generally high, significant differences occurred among groups in eight of 26 selected program variables. Teachers were generally the least satisfied of the three groups.

Training and orientation of teachers was most often mentioned as an area of possible improvement, closely followed by volunteer orientation and teacher attitude and acceptance.

Major conclusions of the study include: 1) volunteer programs are haphazardly organized when compared to the standards reported in the literature, 2) general disagreement exists about how frequently tasks are performed by volunteers but not about appropriateness of tasks, 3) general disagreement exists regarding importance of selected program goals, 4) although satisfaction with volunteer programs was generally high, principals were most satisfied and teachers least satisfied, and 5) various aspects of volunteer programs need improvement with teacher orientation most frequently mentioned.

Major implications included: 1) the haphazard organization of volunteer programs may indicate a lack of knowledge about volunteer programs or a lack of commitment to them, 2) teachers seem to want volunteers to perform mundane tasks rather than instructional tasks, 3) disagreement about goals implies that the purpose of volunteer involvement is not yet clear, programs may be difficult to evaluate, and group motivations may differ, and 4) teachers are least satisfied with volunteer programs and have not yet fully accepted volunteer involvement. Finally a number of suggestions for further research were delimited.

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CHAPTER ONE

Introduction

The use of volunteers in schools seems to be growing both in magnitude and acceptance.

> During the past ten years, the number of school systems using volunteers has increased astronomically. While the size of the program varies greatly - from a few volunteers to over a thousand - all programs are alike in their belief that volunteer assistance can make a difference in the quality of education. (The Recruitment, Leadership, and Training Institute, 1975:5)

There is general agreement in the literature that although it is a high risk activity, it is a good thing and even necessary to the survival of the public school (Moyer, 1982:287). Despite this, more information about what happens in schools that use volunteers is needed in order to better understand the dynamics of adding another group of people to the school organization and to make better decisions about how to effectively use volunteers in the school setting. Lazaruk (1982:16) says that,

> Volunteer tasks need to be defined and incentives need to be created. More emphasis, as well, should be placed on recruitment, selection, training and placement of volunteers. Not only could volunteerism be an effective way to integrate community resources into the classroom, but it can also provide parent and community members with additional skills, knowledge and job satisfaction.

The Problem

Statement of the Problem

The purpose of this study is threefold:

1) To determine the structure of volunteer programs in community schools at the present time as well as how and why volunteers are involved in these schools.

2) To determine satisfaction levels of school principals, teachers, and volunteers with present volunteer involvement.

3) To discover ways of improving volunteer involvement in schools as perceived by school principals, teachers, and volunteers.

The restatement of the problem into sub-problems posed as questions will form the basis of this study.

Sub-Problems

In addition to the three general problem areas delineated above, a number of related questions are examined. These include:

1) a. How are volunteers recruited, screened, trained, and placed in schools? Who is involved in the process?

  b. How frequently do volunteers perform selected categories of tasks? What are the most appropriate tasks as perceived by school principals, teachers, and volunteers? Are there significant differences among these groups in terms of perceived frequency and appropriateness of tasks performed by volunteers?

  c. How important are selected goals of volunteer involvement in schools for school principals, teachers, and volunteers? Are there any significant differences among these groups in perceived importance of selected goals?

2) How satisfied are school principals, teachers, and volunteers with various aspects of volunteer involvement in schools? Are there any significant differences among these groups with respect to satisfaction with aspects of volunteer involvement?

3) Are there any aspects of volunteer involvement in schools which can be improved according to school principals, community school coordinators, teachers, and volunteers?

Significance of the Study

This study will add to the limited amount of research that has been conducted on volunteer involvement in Canadian schools. Although information exists concerning volunteer involvement in schools, much of it is of a testimonial nature. The increasing involvement of volunteers in schools requires that information be gathered concerning what actually goes on in schools where volunteers are present. Hedges (1972b:1) says that,

> Since the late 1960's a trend towards the greater use of volunteers in schools has become apparent. Unlike the earlier involvement of one or two volunteers per school, who assisted mainly in clerical or technical work or on field trips, the current pattern includes fairly large numbers of parents and other adults, and involves them in a wide variety of classroom functions, including instruction. This trend is duplicated in many places in the United States and in several Canadian provinces. To date, many volunteer programs have been poorly planned, organized and maintained, and almost none of them have been carefully evaluated.

This study will provide baseline data concerning some aspects of how volunteer programs are established and organized in community schools in Alberta. These data should be useful in understanding the processes that schools have gone through in getting volunteers involved.

Similarly, it is important for those people involved in volunteer programs, namely principals, teachers, and volunteers, to agree on what tasks are appropriate for volunteers. This study provides some insight into what tasks are deemed as being appropriate according to those involved in volunteer programs.

The literature also identifies the need for and importance of evaluation. One would suspect that some agreement on basic goals must exist among the stakeholder groups if this evaluation is to be possible at all. This study indicates the extent to which such agreement exists.

Data concerning how satisfied principals, teachers, and volunteers are with various aspects of volunteer programs provide insight into what things are working well and where improvement might be necessary. This may be useful to those wishing to involve volunteers more effectively in schools and to those wishing to establish volunteer programs.

Finally, this study serves to stimulate interest in the topic of volunteer involvement in schools and hopefully, as a result, to generate more research in the area. Henderson (1980:63) indicates that,

> The more is known by professionals about volunteers collectively and individually, the better will be the strategies developed to reach the goals of the organization and of the individual volunteers.

Definition of Terms

Certain terms will be used throughout this text and to avoid misunderstanding should be defined. The term "volunteer" seems particularly nebulous in that it is often used interchangeably with the terms "teacher aide" and "para-professional". It is hoped that the definitions below will add some clarity to the discussions to follow.

Volunteer. Volunteers perform a variety of tasks within the school, but are not paid for their contributions. They work either for individual teachers or the school in general. Volunteers do not belong to a particular group with respect to sex, age, race, or religion. They may work in the school on an ongoing basis or may be involved only with special projects.

Teacher Aide. Teacher aides perform a variety of functions within the school normally in concert with a teacher. Teacher aides may either be paid or voluntary but will be regarded as being the latter for the purposes of this study.

Community School. The definition of a community school as provided by Alberta Education (1981:1) is that,

> A community school is a school where, with the endorsation of the School Board in co-operation with other local authorities and on behalf of the community, there is a formal commitment to the use of the educational process for both individual and community betterment. There is also a formal commitment to consciously orient the school to the community it serves.

Delimitations of the Study

For the purposes of this study only community schools designated as such by the Interdepartmental Community School Committee as of January 1983 were surveyed. Principals of all such designated community schools were asked to complete the questionnaire.

The study was further delimited to three community schools where not only the principal, but also teachers and volunteers were asked to complete the questionnaire. These schools were chosen as a result of being identified as having excellent volunteer programs. The schools selected represent all grade levels from 1 to 12, that is, they were an urban Junior/Senior high school, an urban Elementary/Junior high school and an urban Elementary school. Therefore, although all principals of designated community schools were asked to complete questionnaires only teachers and volunteers from the three selected schools were asked to complete questionnaires.

Interviews regarding the perceptions of school personnel and volunteers as to what aspects of volunteer programs could or should be improved were also limited to the three selected schools. Only the principal, community school coordinator, three teachers, and three volunteers from each school were interviewed.

No attempt was made to examine students' perceptions of volunteers or volunteer programs.

Limitations of the Study

The major limitation of the study centers around the fact that volunteer involvement in community schools only was examined. As well, only the principals of all designated community schools were asked to complete the questionnaire.

A further limitation is that responses from teachers and volunteers in only three selected community schools were solicited. Further, interviews regarding possible improvement of volunteer programs were carried out only in the three selected schools as well. As a result, certain biases present in a particular school may be emphasized more than would ordinarily be the case.

One final limitation is inherent in the use of the questionnaire and the interview as major data collection devices. The possibility of respondents misinterpreting questions or not being able to fully express their opinions within the limitations of the questionnaire is always present. The interview is difficult to carry out well and the possibility of bias or lack of skill on the part of the interviewer does exist.

Assumptions

This study is based on a number of assumptions:

1) That because of its orientation, the community school would provide the best example of volunteer involvement and organization of volunteer programs.

2) That although the majority of the literature deals with volunteers and volunteer programs in the United States, the points made

concerning volunteer involvement in schools would be appropriate for the Canadian setting.

3) That what informants say about involvement of volunteers, that is their perceptions, both as indicated in responses on the questionnaires and in interviews, is indeed true in fact.

Organization of the Thesis

This chapter has identified and analyzed the problem and its significance. In addition, an operational definition of terms and an outline of the scope, limitations, and assumptions of the study have been provided.

The following chapter summarizes the related literature. Chapter Three discusses the design of the study. Particular emphasis is placed upon the instrument, the nature of the responses, the treatment of the data, and the statistical procedures employed.

Chapters Four to Six inclusive report the findings and discuss the analysis of the data. Chapter Four provides a description of various aspects of volunteer programs and who is responsible for them. It is concerned with pre-planning for volunteer involvement, recruitment of volunteers, screening of volunteers, training and orientation of both teachers and volunteers, and placement of volunteers. Chapter Five deals with frequency and appropriateness of volunteer tasks, goals of volunteer programs, and satisfaction with various aspects of volunteer programs as perceived by principals, teachers, and volunteers. Chapter Six is concerned with perceptions of principals, community school coordinators, teachers, and volunteers relating to possible improvement of volunteer involvement in schools.

The final chapter includes a summary of the study, the conclusions and implications, and some suggested directions for further research.

CHAPTER TWO

Review of the Literature

Parent involvement in education and the related idea of the use of volunteers in education are topics that seem to be of current interest and concern. Certainly, volunteerism in education has existed for some time and seems to be growing. Hickey (1978:66) says that, "The use of volunteers in American schools has a history dating back to the very first colonial schools. Many early schools, in fact, were administered by volunteers." The use of volunteers in education today is a widespread phenomenon (Johnson, Guinagh, Bell, and Estroff, 1977) and the extent of it can be seen in the number and variety of programs that exist, particularly in the United States (Janowitz, 1965; Shank and McElroy, 1970; Cap, 1981). Various claims have been made in favour of the use of volunteers, even to the extent that parent volunteerism may indicate "...some sort of general shift in the relationship between schools and society" (Beattie, 1978:41).

Although volunteers in Canadian schools do not seem to be used as extensively as in the United States, various developments in Canada, notably the growing number of community schools, have promoted the use of volunteers. Community education has been described as complex and requiring "... a well organized administrative structure manned by specially trained professional personnel and by volunteers from the community" (Gatewood, 1974:4). Gayfer (1976:49) indicates that "... about 80 per cent of community school programs are run by volunteers." The Interdepartmental Community School Committee responsible to Alberta

Education, Advanced Education and Manpower, Culture, and Parks and Recreation has developed a series of ten characteristics that the community school in Alberta is supposed to exhibit. One of these ten characteristics says that, "There is an effective involvement of parents and other community members in helping to develop the curriculum of the school and in helping teachers through appropriate voluntary service" (Alberta Education, 1981:1).

The literature on volunteerism in education has something to say on the following topics which will be dealt with in this review: 1) Recruitment and Selection, 2) Training and Supervision, 3) Duties Performed, 4) Program Maintenance, 5) Advantages and Disadvantages, and 6) Evaluation.

Recruitment and Selection

Both administrators and teachers should be involved, to varying degrees, in the recruitment and selection of volunteers for use in the school. Before this process is initiated, however, the questions of what the actual school needs are, how volunteers will be incorporated into the school organization and what groups are available for volunteer work in the school should be dealt with (Shank and McElroy, 1970:7). All school personnel should be involved in the entire process of planning and implementing a volunteer program in the school (Jackson, 1977:78). Teacher support and commitment to the idea of using volunteers must be secured if the program is to survive and grow (Faiola and Rivo, 1978:21).

Once the support of teachers has been secured and a needs assessment completed, recruitment and selection can begin. The responsibility for recruitment will usually fall to the principal or a volunteer coordinator who works in conjunction with the principal (Johnson et al., 1977:18-19). Initial recruitment must be carried out in a systematic fashion if it is to be successful (Johnson et al., 1977:19). Volunteers may be recruited either by direct public appeals of various types or they may be directly recruited by the principal (Moyer, 1982:285). At first, volunteers may only be drawn from one identifiable group, such as parents. However, once the program has started, word-of-mouth may be an important way of familiarizing other societal groups with the volunteer program and of recruiting them (Janowitz, 1965:80). Although recruitment is an important step in establishing a volunteer program, it should be noted that the leadership and commitment demonstrated by the principal in organizing an effective volunteer program is more important than recruitment itself (Johnson et al., 1977:19).

It is the administrator's responsibility to develop a selection criterion and the actual selection may be one of the more important tasks that the administrator is faced with (Shank and McElroy, 1970:2; Moyer, 1982:285). Although the variety of skills that volunteers bring with them into the school may be an important consideration, the literature identifies the qualities looked for in selection as generally being more human than academic. Schmidt (1979:79) identifies the qualities of "... warmth, sensitivity, the ability to relate to people, a noncompetitive attitude towards teachers and a genuine interest in little children" as among the most important qualities looked for. Others identify the need to be sensitive to the needs of children, the ability to recognize the impact that family and school have had, the willingness to deal with wide variations of personal behaviour (Janowitz, 1965:66-67), good character, variety of interests, neatness of appearance, good use of English, secretarial skills, and experience in working with children (Snow, 1970:9) as being desirable.

Moyer (1982:286) indicates the importance of the personal qualities that a volunteer has by noting that in some cases the personalities of volunteers have ruined the effects of careful planning, to the detriment of everyone. In order to prevent this, Janowitz (1965:85) says that those people who wish to volunteer but are mentally disturbed or otherwise disorganized must be screened out at this time.

Training and Supervision

Once volunteers have been recruited, some kind of orientation or training must be undertaken for both the volunteer and the teacher. "Whoever the volunteers are and whatever their backgrounds, they all need some orientation and supervision" (Janowitz, 1965:80). Training programs should not stop at training of volunteers but should also include the teacher.

Jackson (1977:75) suggests that volunteers who have been selected should be interviewed by the principal and perhaps by teachers to discover what they would like to do in the school. Orientation sessions which explain the school's philosophy and guidelines, the importance of confidentiality of information, discipline procedures, dress codes, smoking regulations, and parking, lunch, and phone accommodations should be undertaken to preclude the possibility of any confusion. Johnson et al. (1977:19) also suggest that volunteers' roles and the role of teachers should be made clear, and inservice programs or workshops should be undertaken which will introduce volunteers to the activities expected of them and show them how to use their talents in working with children. Janowitz (1965:81) suggests that the basic orientation should be embodied by a kit of materials or a written statement of some kind, since volunteers start their activities at various points during the school year. Of primary importance is that the training be meaningful to the volunteer. This is possible if training "... is tailored to the volunteer's needs, builds on his or her present abilities, stimulates new interpersonal relationships, and provides him or her opportunities for self growth and development" (Nathan, 1979:74).

Training of teachers with regard to volunteer utilization should not be ignored. Familiarization with Association policy and training in the effective use of para-professionals for the teacher are essential (Alberta Teachers' Association, 1982:176).

> ... teachers, long accustomed to accepting the sole responsibility for all facets of the educational program in their classrooms, seem to require assistance if they are to make a smooth transition in a supervisory role with other adults. (Balderson & Nixon, 1976:4)

Hedges (1976:12-13) makes the point that difficulties with volunteer programs can be avoided if teacher readiness is viewed as a priority item. Johnson et al. (1977:20) say that,

> The training for teachers consists of getting their suggestions as to what role they want volunteers to perform; explaining what to expect from volunteers; discussing the workshops and other training; and instructing them what to do in the event there is a personality clash between the two. The major purpose of this orientation is to inform teachers of the skills volunteers have and to assist them in knowing how to use them.

Moyer (1982:286-287) describes the training of volunteers as the most time-consuming activity, but one which is the best investment of effort. In a study of staffing practices in Alberta in 1976, Ratsoy, Balderson, Haughey, Holdaway, Ingram, Miklos, Nixon, and Seger come to a similar conclusion. "Of major importance to a successful program was the time and effort needed to plan for and train personnel before the start of the program" (1977:44).

Supervision of volunteers and the volunteer program should also be carried out on an ongoing basis since the needs of students, teachers, the school, and volunteers themselves may change over time.

Duties Performed

The proper placement of volunteers within a school is an important part of establishing and maintaining a successful volunteer program. Balderson and Nixon (1976:4) state that it is not sufficient for the administrator, who holds ultimate responsibility for the deployment of volunteers within the school, to simply assign a volunteer to a teacher. The teacher must be consulted and the needs and abilities of the volunteer must also be taken into consideration. The Alberta Teachers' Association (1982:221), in a position paper on voluntary and paid teacher's aides, make the point that each individual school and each individual teacher must retain the right to decide whether to use aides or not. Thus, there are limitations to the placement of volunteers within the school based on the following: school and board policy, policies of the professional organization, needs of the school and teacher, and needs and abilities of the volunteer.

In their 1976 study on staffing practices in Alberta schools, Ratsoy et al. (1976:57) identify four major types of volunteers at work in Alberta schools. They are, in order of importance: 1) School Aides/General Aides, 2) Teacher's Aides/Instructional Aides, 3) Resource Centre Aides, and 4) Supervision Aides. Hedges (1973: Appendix Item #2) lists numerous tasks performed by these volunteers and groups these tasks under five major areas: 1) Clerical, 2) Classroom maintenance and administration, 3) General non-instructioonal, 4) Audio-visual assistance, and 4) Instructional. Hedges (1975:12) also identifies what he considers the three major types of volunteers: 1) regulars, 2) on call group, and 3) talent bureau. This typology, in contrast to examining functions performed by volunteers, identifies them according to how much time they spend in the school and regularity of contact with the school. Regardless of function or time contributed, Johnson et al. (1977:20) report that most teachers were pleased when volunteers would take the initiative and work within the routine of the classroom without being told what to do all of the time.

The variety of volunteer programs and tasks that exist in the United States indicates just how much volunteers can do and what is possible. Jackson (1977:76) describes a Miami based program where volunteers act as "listeners" or sounding boards for those students exhibiting self-defeating behaviors. Cap (1981) describes the variety of ways in which senior citizens can be involved in volunteer programs in education. Whatever tasks volunteers are assigned,

> The notion that volunteers should be recruited merely to do the jobs teachers do not wish to do fails to recognize the motivations and resources of volunteers. The long-term success of the program depends on the principal's ability to dovetail classroom needs with the motivations of volunteers. (Hedges, 1975:14)

Program Maintenance

Faiola and Rivo (1978:21-22) identify two things that must be considered if a volunteer program is to survive. Firstly, they recognize the importance of planning in that administrative and teacher support are cited as prerequisites for program survival. Secondly, the needs, feelings, and concerns of volunteers must also be recognized and dealt with. Janowitz (1965:5) says that volunteers should not be given the erroneous impression that they will make a major contribution in the life of the child, nor should parents be coerced into participating. To do either is to mislead or manipulate people.

Zenko (1980:5) states that although volunteers are not paid, they still expect some kind of compensation. This compensation is usually intangible and difficult to define but still very real. Henderson (1980:62) comments that

> ..."expectancy theory" suggests that people make choices based on their goals and whether or not they think particpating ... will lead to these goals ... One particular expectancy theory suggests that there are three major reasons that may be applied to the selection of volunteer activities. These are the need for achievement (need to accomplish something), the need for power (to have control), and the need for affiliation (the concern about one's relationship to others).

Zenko (1980:5) indicates that the major reason anyone volunteers is probably to help others. Other major motivations listed by Zenko are in agreement with Henderson's ideas. Some of the motivations mentioned are: a sense of accomplishment, a desire to meet and know other people, the experience of learning something new, the desire to gain some experience in the field, a feeling of involvement with a team, a desire to change an undesirable condition, a hobby, and a commitment to citizen particiption.

Volunteer coordinators must make every effort to fit the task to the volunteer's motivation and must be aware that the motivation for volunteering may be quite different from the motivation for continuing (Henderson, 1980:63). The changing and evolving needs of the volunteer must be considered if the program is to be successful and the volunteer satisfied. Maddelena (1980:80) agrees that the most effective way to manage volunteers is to identify and fulfill their individual needs - Theory Y management. Communication is also essential in keeping volunteers. They must be kept informed and up to date (Maddalena, 1980:85).

Johnson et al. (1977:21) state that objectives should be clearly defined and understood by all participants, and Janowitz (1965:85) adds that those volunteers who are unwilling to meet the basic responsibilities required of them should not be asked to return. Regardless of volunteer needs,

> If volunteers work in opposition to either the home or the school, they can only contribute to a child's difficulties. He does not need a figure of authority who wants to compete with either his parents or his teacher for his loyalty. (Janowitz, 1965:79)

For those volunteers, however, who are effective, rewards are needed (Johnson et al., 1977:20). "Volunteers need to be recognized and thanked by being told that they are appreciated" (Janowitz, 1965:86).

Advantages and Disadvantages

The topic of volunteers in education is an emotional one, with views of people in the field varying between those who are anxious to emphasize all of the virtues of volunteer involvement to those who are at best hesitant to endorse the utilization of volunteers in the schools. Various advantages and disadvantages of using volunteers are evident in the literature. The majority of writers, however, seem to stress the positive aspects of volunteer involvement.

Advantages.

Hickey (1978:66) enumerates a number of reasons as to why volunteers have been used in the past and why they should be used: 1) Volunteers can reduce operational costs in periods of economic difficulty, 2) They may be used as temporary substitutes when professionals are unavailable, 3) They may be used in situations where full-time help is not required and part-time help is difficult to get, 4) They may be used to meet noncontinuing specialized needs, 5) They may be more readily able to identify with the child's background and thus reach disadvantaged learners in particular, 6) They extend the number of people available to teach and thus help better the student-teacher ratio, 7) They provide a diversity of skills that teachers may not have, and 8) Volunteering has an effect on the volunteer himself. Nathan (1979:73) identifies

> ... four major gains for schools maintaining a strong volunteer program: resources increase in number and variety; volunteers provide stimulation, support, encouragement, healthy criticism and new ideas for staff and students; meaningful parental involvement increases, and community/school relations show improvement.

In addition to these all encompassing advantages of using volunteers, other writers mention specific advantages that may arise. Gerarda and O'Reilly (1978:68) indicate the two main advantages as being a slower growth of the educational budget and that teachers are freed to do a better job. Schmidt (1979:21) agrees that while there is no saving of time, the teacher has more opportunity to diagnose, prescribe, and evaluate in order to provide better service. Because of greater program individualization, Ring (1980:415) says that students will benefit in that they will get immediate feedback to their responses; they can be introduced to material or review and practice without holding back others. Although the improvement of academic competence on the part of the student as a result of the use of volunteers has not been verified, Janowitz (1965:79-80) indicates that another advantage may be an improved attitude toward school for the student and that this is a valid achievement as well. The Alberta Teachers' Association (1982:220) also recognizes that volunteers can assist in the motivation of students.

Although teachers have traditionally been isolated from other adults in the practice of their profession, the use of volunteers in education may benefit them by helping them to overcome this historical isolation (Alberta Teachers' Association, 1982:221). Balderson and Nixon (1976:4) point out that this isolation must be overcome if teachers are to use teacher aides effectively and to their full potential.

Advantages as Perceived by Community School Proponents. Those people who support the concept of the community school also see certain advantages to using volunteers in the school. Indeed, as Gayfer (1976:5) points out, "The whole point of the community school ... is its process of involvement and participation." Bottrell (1957:13-14) adds that

> Drawing upon the community and its resources (including its people) is a way of making teaching and learning more effective, vital, and interesting. Using community resources in teaching is a means of helping the schools remain close to the people themselves and of helping the people keep close to their schools.

Hedges (1975:5) states that parental assistance in the schools helps to increase both the amount and form of communication between the home and the school. Although measurements of parents' attitudes are based only on their statements about attitudes, they show positively (Hedges, 1975:7). Parents' insights about the school and learning also improve as a result of contact, according to Hedges (1975:8). Finally, although the findings are not conclusive, Hedges (1975:11) mentions that the Plowden Research Study did indicate a correlation between parental attitudes and student achievement. Hellyer (1974:v) mentions another advantage of increased knowledge about and support of schools in that it seemed to be a factor which contributed to teacher morale.

Disadvantages. Although the advantages of using volunteers seem to be many, various groups express concerns about their utilization. The first major problem seems to be with the teaching act itself (Gerarda and O'Reilly, 1978:68).

> Part of the complexity of the teacher's aides issue involves the nature of the teaching task.... The fact that some duties have been taken over by aides has contributed to role confusion in the mind of the public and even among aides and some teachers; many people wonder what the duties of the teacher are and how it is that the teacher is really different from the volunteer or paid aide. (Alberta Teachers' Association, 1982:219)

The A.T.A. position paper on teacher's aides goes on to say that in the areas of library and remedial services, aides are undertaking work that should be performed by professional teachers (1982:219). The professional organization is also concerned with making a distinction between the teacher-pupil ratio and the adult-pupil ratio. The utilization of volunteers should not result in an increase of the teacher's class load which would, in effect, negate the benefits to the student in terms of individual contact time with the professional teacher (Alberta Teachers' Association, 1982:218).

Gerarda and O'Reilly (1978:68) indicate that there is some resistance on the part of teachers to volunteer involvement. Some teachers see the volunteer as a threat to their position as a wielder of bureaucratic and professional authority. Teachers also fear that volunteers may not be competent, may cause them more work, or may be used as an excuse to change the pupil-teacher ratio. In a study on teacher's aides, Balderson and Nixon (1976:4) reflect these concerns when they show that aides felt that they had to continually prove that they would not detract from teacher autonomy and would confine their activities to those assigned to them by teachers. Gerarda and O'Reilly (1978:75), however, do point out that as teachers become more competent in theoretical knowledge and achieve high standards of accomplishment they seem to feel less threatened and are more willing to use lay assistance.

Other disadvantages or problems with the use of volunteers mentioned in the literature are: irregularity of attendance, volunteers' use of different standards with different children, personality conflicts between teachers and volunteers (Nathan, 1979:75), issues of confidentiality, questions of public relations, legal and insurance considerations (Hedges, 1975:3), communication and feedback to volunteers, coordination of volunteer services, definition of volunteer tasks, discipline by volunteers, and parental and pupil misunderstanding of the volunteer role (Cussons, 1975).

Summary of Advantages and Disadvantages. Hedges (1975:4) gives the following advice for those examining the use of volunteers in education: "The question then of help or hindrance must be determined on the basis of the potential benefits and disadvantages to at least four groups of people - the principal, the teachers, the volunteers, and the students." Consideration should also be given as to the relative importance of each group in the process. Hedges (1975:7) goes on to say that generally,

> In view of the effects of volunteer help, as documented in our study, on providing for individual attention in the classroom and on the reallocation of teacher time we contend that volunteer help in schools is not only an interesting innovation in the school but may itself become the catalyst for other innovative practices.

Evaluation

The need for some sort of evaluation of volunteers and volunteer programs is an important aspect of volunteer involvement in education. Shank and McElroy (1970:79) comment that well thought out, valid evaluations can be useful to all parties involved in that the findings can be used as a basis for decision making.

The question of who will do the evaluation is answered in a number of ways in the literature. Shank and McElroy (1970:3) point out that teachers are, to some extent, responsible for evaluating the contribution of the teacher aide in relation to their improved teaching. They state, however, that the ultimate responsibility for evaluation should fall to the building administrator since it is he or she who is also ultimately alone evaluated the program based solely on his needs, the use of volunteers may be regarded as a nuisance at best. The evaluation of volunteers, then, should be both on-going and should provide some formal opportunity for the school as a whole and the community to assess the value of the program (Gilbert, 1974:11).

The factors to be considered in evaluation, as identified by various authors, seem to contain some common themes. Gilbert (1974:11) suggests that consideration should be given to whether staff and volunteers are comfortable with the program, whether training for staff and volunteers has been effective, what long-term problems need to be met, and of what benefit the program has been to the children. Hickey (1978:68) states that,

> While some consideration should be given to the success of students in relation to the effort of the volunteer, it must be born in mind that such things are most difficult to measure and may, at times, be misleading. Perhaps it is better to ask the questions:
> 1. Are classroom teachers happy with what the volunteers are doing?
> 2. How do students seem to respond and relate to the volunteers' presence and interaction with them?
> 3. Is the volunteer happy in his work?
>
> The answers to questions such as these, while subjective in nature, may provide more accurate answers than any empirically based evaluation scheme.

Although the above views on evaluation of volunteers in education seem fairly straightforward, Rosener (1978:457) says that

> ... the increased debate has not resulted in consensus about the goals and objectives of citizen participation, or in our ability to evaluate its effectiveness. At best what we have is a growing number of case studies, listings of definitions and techniques, schemes for implementing participation programs, and a few studies which do focus on participation in terms of effectiveness.

The main problem according to Rosener (1978:458), is that the concept is a very complex one and to begin to understand it, we must ask the journalistic questions of Who, Where, What, How, and When. In other words, we must consider who to involve in the process, what goals and objectives are involved, and when certain people are to be involved.

The question of goals is an important one. Rosener (1978:458) says that without this knowledge of what we wish to accomplish, effectiveness cannot be measured.

> If it <citizen participation> is seen primarily as an end in itself, it is relatively easy to measure its effectiveness. We can count the number of people.... We can measure participant attitudes about their participation.... The measurement of participation which is viewed as a means to an end requires looking closely at the causal relationship between a participation program or activity and some desired end. (Rosener, 1978:459)

It seems, then, that although there is agreement as to the need for evaluation and some basic concurrence on what should be evaluated, the topic of volunteer or citizen involvement in education is a complex one. The goals and objectives of all stakeholder groups should be considered and must be clear if evaluation is to be possible.

Summary

Although the literature points out that the use of volunteers in education is not a panacea, various writers do make many claims as to the advantages of using the human resources of the community more effectively. The fact that the literature is replete with examples of successful utilization of volunteers indicates that the concept has some merit in the eyes of many people and should be considered carefully.

It is clear that planning is an essential first step in establishing a volunteer program. School personnel should be consulted, prepared, and involved in all stages of implementation. Methods of recruitment, selection, and orientation must be established and maintained. The needs and motivations of all parties concerned must be considered and addressed if the program is subsequently to be successfully maintained.

As well, the goals and objectives of using volunteers in schools must be made clear and agreed upon by everyone involved. If this is not done, there is some indication that evaluation will be difficult and perhaps even misleading.

CHAPTER THREE

Research Design

The chapter commences with a description of the development of the instrumentation used in the study. Following this is an explanation of the selection of the sample. A discussion concerning the collection of the data, the response rate, and data treatment complete the chapter.

Introduction

This investigation describes the structure of volunteer programs in community schools in Alberta as well as responsibilities for various aspects of the programs. It also examines the frequency and appropriateness of volunteer tasks, goals of volunteer programs, and satisfaction with aspects of volunteer programs as perceived by principals, teachers, and volunteers. Lastly, the study was intended to discover aspects of volunteer programs that could or should be improved according to principals, teachers, and volunteers.

Instrumentation

The instruments used in data collection consisted of a questionnaire and an interview schedule.

The Questionnaire

The questionnaire consisted of a letter explaining its purpose and eight pages of questions concerning: 1) type of respondent, type of school, length of time school had had designated status, and length of time school had had a volunteer program; 2) the structure of the program including coordination of volunteer activities, pre-planning for volunteer involvement, recruitment and screening of volunteers, training and orientation of teachers and volunteers, and placement of volunteers; 3) frequency and appropriateness of tasks performed by volunteers; 4) goals of volunteer programs; and 5) satisfaction with aspects of volunteer involvement in schools.

Principals were asked to complete all sections of the questionaire, whereas teachers and volunteers were asked only to complete those sections dealing with tasks, goals, and satisfaction. This was done primarily because it was felt that principals would have the greatest knowledge about organization of programs and to keep to a minimum the number of questions any group would have to answer.

In the construction of the questionnaire various sources of information were used. Two sources were used most extensively. In the construction of Questions 6-21, the primary sources used were Extending Volunteer Programs in Schools (1973) by H.G. Hedges and Volunteers in Education: A Handbook for Coordinators of Volunteer Programs (1975) by The Recruitment, Leadership, and Training Institute of Philadephia. The typology of tasks performed by volunteers as presented in Question 23 was taken from Hedges. The goals of volunteer programs listed in Question 24 were taken from the publication by the Recruitment, Leadership, and Training Institute of Philadelphia. Questions 25-50 contain various facets of the involvement of volunteers in schools. These are not taken from any one source but rather are common to many sources.

The decision to use a questionnaire as a data collection instrument for part of the study was based on a number of reasons. Firstly, community schools in Alberta are spread over a large geographic area.

Furthermore, the type of information being sought lent itself to the use of a questionnaire.

The final draft of the questionnaire completed by respondents was in fact revised a number of times. The questionnaire was validated by six students in the Department of Educational Administration who had been or were teachers and principals and by two members of the general public before the final draft was prepared. The final draft of the questionnaire took their criticisms and recommendations into consideration. Appendix A includes a copy of the instrument.

The Interview

One section of the study depended on the interview as the main data collection technique. The main purpose of the interviews conducted was to collect data concerning areas of volunteer involvement in schools which could be improved. Three questions were developed using a wide variety of sources with the intent that they give focus to the interview while allowing enough flexibility for the respondent to add ideas as they occurred, hence the description of the interview as semi-structured.

The respondents consisted of the principal, community school coordinator, three teachers, and three volunteers from each of the three selected community schools. Thus a total of three principals, three community school coordinators, nine teachers, and nine volunteers was interviewed. Each was asked for permission to tape the interview, explained the purpose of the interview, and assured of the confidentiality of their responses.

The interview technique was used for this portion of the study because it was felt that this would be the best way to gain information about what areas of volunteer programs needed improvement. It was felt that the questionnaire was too limiting an instrument or device to use for this part of the study.

The questions used in the interview were distributed to each respondent and a copy of the sheet used is provided in Appendix B. The tapes of the interviews were transcribed and analyzed, and a transcipt of one of the interviews is also included in Appendix B in order to show how the interviews were conducted.

Selection of the Sample

Based on the assumption that community schools would provide the best example of volunteer involvement, it was decided to limit the study to designated community schools only. A list of all designated community schools was obtained from the Interdepartmental Community School Committee in January of 1983. The principals of all 58 designated community schools were contacted with the exception of five schools which declined to take part in the study. Thus, a total of 53 schools was contacted.

From the total number of schools contacted, three schools were selected where not only the principals but also teachers and volunteers would complete questionnaires. Personnel from these schools were also asked to take part in the interviews conducted there. The schools were selected on the basis of having excellent volunteer programs as perceived by an objective observer involved with community schools but were also selected in order to represent all levels of schooling. The schools selected were therefore an urban Elementary school, an urban Elementary/Junior high school, and an urban Junior/Senior high school.

Collection of the Data

All designated community schools in Alberta, as identified from the mailing list of the I.D.C.S.C., were contacted either by mail or by phone to ask if they would take part in the study. Copies of correspondence are to be found in Appendix C. Only five schools initially declined to take part.

Questionnaires were sent out by mail and were numbered to make follow-up possible. One follow-up was conducted approximately one month after the initial mailing. A cut-off date for receipt of usable responses was set at eight weeks after the initial mailings.

In the case of the three selected schools, questionnaires were delivered to the community school coordinators who distributed and collected them. The community school coordinators also arranged for interviews with consenting school personnel and volunteers.

The Response

Of the total of 53 questionnaires that were sent to principals of community schools, 46 usable responses were received for a response rate of 86.79 percent. Of the total of 70 questionnaires that were distributed to teachers in three schools, 37 usable responses were received for a response rate of 52.85 percent. Of the total of 70 questionnaires that were distributed to volunteers in three schools, 41 usable responses were received for a response rate of 58.57 percent.

The high response rate from principals may be partially due to the advance work done in contacting both the principals and either superintendents or research officers. The relatively lower response rates from teachers and volunteers may be due to the fact that the majority of research was conducted in May and June, during which time schools are traditionally very busy.

Data Treatment

The data presented in this study are both descriptive and comparative in nature. Survey data related to demographic characteristics, coordination of volunteer activities, initial planning, recruitment and screening of volunteers, training and orientation of volunteers and teachers, placement of volunteers, and numbers of volunteers employed are presented by the use of relative frequencies. Analyses of relationships among respondent attitudes with regard to tasks performed by volunteers, goals of volunteer programs, and satisfaction with various aspects of volunteer programs were accomplished through the use of F tests or single classification analysis of variance. As Popham and Sirotnik (1973:152) point out, "... analysis of variance... is nothing more than a clever statistical method of testing for significant differences between means of two or more groups." A Scheffe procedure was used to analyze the nature of differences between groups relative to type of respondent. Survey data collected through the interviews relating to possible areas of improvement with regard to volunteer programs is presented through the use of relative frequencies supplemented by a qualitative analysis of the transcipts from the interviews.

The decision to use parametric procedures was based on a number of factors. Popham and Sirotnik (1973:270) note that "... parametric procedures are often markedly more powerful than their nonparametric counterparts" and have the added advantage of greater flexibility. Popham and Sirotnik (1973:70) also note that,

> The ability to categorize variables in such a way as to

> simultaneously study relationships between a dependent variable and many different independent variables, as well as interaction relationships between such variables, is tremendously advantageous.

In addition, since most of the data was recorded on ordinal scales, the use of parametric procedures was appropriate.

> A number of empirical studies have demonstrated that, when parametric procedures have been employed with ordinal data, they rarely distort a relationship between variables which may be present in the data. (Popham and Sirotnik, 1973:270)

The actual analysis of the data was done with the aid of the University of Alberta's computer services using the S.P.S.S. computer program. The only exception was the analysis of data collected through the interviews which was basically qualitative in nature.

Summary

The data for the study were collected by the use of an eight page questionnaire as well as a series of interview questions developed by the author. Input regarding the questionnaire from principals, teachers, and members of the general public was sought and their recommendations were considered in constructing the final draft of the questionnaire.

All designated community school principals in the province of Alberta were surveyed excluding five who declined to take part in the survey. As well, teachers and volunteers from three selected designated community schools were surveyed. Principals, community school coordinators, teachers, and volunteers from the three selected schools were interviewed as well.

Analyses were done with the assistance of the S.P.S.S. computer programs at the University of Alberta. Parametric procedures were used in the data analysis with the exception of the data regarding structure of volunteer programs and possible areas of improvement of volunteer programs. A detailed presentation and analysis of all data follows in the next three chapters.

CHAPTER FOUR

Organization of Volunteer Involvement

This chapter is addressed primarily to the questions "How are volunteer programs structured?" and "Who is responsible for various aspects of volunteer programs?". The data presented are descriptive in nature and focus upon pre-planning for volunteer involvement, recruitment and screening of volunteers, training and orientation of teachers and volunteers, placement of volunteers, coordination of volunteer activities, and number of volunteers involved in designated community schools. In addition, some demographic data concerning type of school, length of designated status, and length of existing volunteer programs are presented.

School Characteristics

Questions pertaining to school characteristics were placed at the beginning of the questionnaire in order to ascertain what type of schools had become designated community schools, how long they had been designated, and whether or not they had some type of volunteer program in the school. It was felt that it would be pointless for those principals who had no existing volunteer program in their school to complete the entire questionnaire and those indicating the absence of a volunteer program were asked not to go on with the remainder of the questions.

Type of School

As indicated in Table 1, designated community schools in the province of Alberta are primarily Elementary or Elementary/Junior high schools. Of the 46 respondents, 30.4 percent were Elementary schools and

28.3 percent were Elementary/Junior high schools for a total of 58.7 percent. Junior high schools, Senior high schools and Junior/Senior high schools accounted for only 17.3 percent of the total response.

Schools indicating their organizational structure as being other than that indicated above accounted for 23.9 percent of the total response. Included in this group were six schools which included some elements of both the Elementary and Junior high school for 13 percent of the total, two schools which included all grade levels for 4.3 percent of the total, and three schools which were Grades 8-12, ECS - 6, and ECS with Grades 10-12 for 2.1 percent of the total each.

Table 1

Designated Community Schools
N = 46

Type of School	Frequency (%)
1. Elementary	30.4
2. Junior High	4.3
3. Senior High	4.3
4. Elementary/Junior High	28.3
5. Junior/Senior High	8.7
6. Other	23.9
Total	100.0

Designated Status

The length of time each community school surveyed had been a designated school varied considerably, as indicated in Table 2. The largest single group of respondents was those schools which had held designated status for two years as of June, 1983. No school had held designated status for four years. The remaining schools were divided fairly evenly in terms of length of time that they had been designated.

Table 2

Designated Status as of June, 1983

N = 46

Length of time	Frequency (%)
1. Less than one year	15.2
2. One year	19.6
3. Two years	34.8
4. Three years	19.6
5. Four years	0.0
6. Five years or more	10.9
Total	100.0

Existing Volunteer Programs

Respondents were asked to indicate how long their school had had a volunteer program. The results, as displayed in Table 3, indicate the two largest groups being at the extremes. Respondents indicating that their school had no existing volunteer program accounted for 20 percent of the total response. This was unexpected in that it was assumed that most community schools, because of their orientation, would have some kind of volunteer involvement. The largest group of respondents indicated that their school had an existing volunteer program that had been in operation for five years or more. This group accounted for 46.7 percent of the total response. Since only 10.9 percent of respondents had indicated that their school had been designated for five years or more (see Table 2), it seems as though many schools had a volunteer program in place before they became a recognized or designated community school.

Table 3

Existing Volunteer Programs
N = 45

Length of time	Frequency (%)
1. No existing volunteer program	20.0
2. One year	11.1
3. Two years	11.1
4. Three years	6.7
5. Four years	4.4
6. Five years or more	46.7
Total	100.0

Initial Planning for Volunteer Involvement

The literature identifies pre-planning for volunteer involvement in schools as one element of establishing and maintaining a successful volunteer program. Respondents were asked to indicate what steps where taken in pre-planning and who was primarily responsible for this aspect of volunteer programming. Since nine respondents had indicated their school had no existing volunteer program, they did not complete the remainder of the questionnaire. As a result, total number of responses for all remaining questions was no greater than 37.

Elements of pre-planning

As indicated in Table 4, only 5.4 percent of respondents indicated that no pre-planning was done before volunteers became involved in the school. The action that was undertaken most frequently by respondents was discussion of the potential of the volunteer program among the staff with 75.6 percent of principals indicating that this had been done. However, only 24.3 percent of respondents indicated that an analysis of staff readiness had been undertaken at the same time.

Table 4

Steps Taken in Initial Planning

for Volunteer Involvement
N = 37

Elements	Frequency (%)
1. Analysis of staff readiness.	24.3
2. Discussion of potential of volunteer program among staff.	75.6
3. Identification of the major needs of the school.	54.0
4. Identification of alternative solutions to major needs of the school including volunteer assistance.	27.0
5. Decision to proceed with plan and identification of participating staff members.	40.5
6. Agreement on objectives of the program.	35.1
7. Identification of guidelines for long-range evaluation of the program.	13.5
8. Development of volunteer selection criteria.	21.6
9. Preparation of list of initial tasks for volunteers.	54.0
10.None	5.4
11.Other	10.8

Likewise, 54 percent of respondents indicated that the major needs of the school had been identified but only 27 percent indicated that a number of alternatives, including volunteer assistance, had been considered. Less than half of the respondents (40.5 percent) indicated that an actual decision was made to proceed with volunteer involvement.

Only 35.1 percent of respondents indicated that there had been initial agreement on the objectives of the program and only 13.5 percent indicated that guidelines for long-range evaluation of the program had been identified.

A list of initial tasks for volunteers was prepared by 54 percent of the schools that had a volunteer program but only 21.6 percent indicated that there had been some development of volunteer selection criteria.

Items mentioned by the 10.8 percent of respondents who indicated that other things had been done in the initial planning include specific inservices regarding volunteer involvement and the establishment of a steering committee to plan the volunteer program.

Responsibility for pre-planning

Table 5 indicates who was most responsible for the initial planning of the volunteer program. The principal was identified by 41.2 percent of respondents as being solely responsible for pre-planning. When this percentage is combined with those indicating that the principal worked in conjunction with either teachers and/or the community school coordinator, 70.6 percent of respondents indicated that the principal was involved in some way with the initial planning.

The community school coordinator was identified by 17.6 percent of respondents as having been solely responsible for initial planning. Respondents who indicated that others had also been involved in initial planning accounted for 11.8 percent of the total response. Volunteers and the vice-principal were identified as aiding other school personnel in initial planning.

Table 5

Responsibility for Initial Planning and

Introduction of Volunteer Program
N = 34

Position	Frequency (%)
1. Principal	41.2
2. Vice-Principal	0.0
3. Teachers	0.0
4. Principal and Teachers	14.7
5. Community School Coordinator	17.6
6. Principal and Community School Coordinator	8.8
7. Principal, Teachers, and Community School Coordinator	5.9
8. Other	11.8
Total	100.0

Recruitment of Volunteers

This section deals with the topic of recruitment of volunteers. Specifically examined are what steps were taken by the school in planning recruitment, what methods of recruitment were employed, and who was primarily responsible for recruitment of volunteers.

Planning for recruitment

All respondents indicated that some planning had taken place with regard to recruitment of volunteers, as is shown by Table 6. The step most frequently taken in planning for recruitment of volunteers was the identification of possible sources of volunteers with 86.4 percent of respondents indicating that this had been done. However, only 51.3 percent of respondents indicated that an information meeting had been held with potential volunteers. A large number of respondents, namely 81 percent, indicated that a file of potential volunteers was developed but again only 43.2 percent indicated that a current inventory of the need for volunteers had been maintained.

It is noteworthy that only 21.6 percent of respondents indicated that a decision on recruitment policies had been reached and only 24.3 percent indicated a recruitment plan had been developed.

Table 6

Steps Taken in Planning for

Recruitment of Volunteers
N = 37

Elements	Frequency (%)
1. Identifying possible sources of volunteers.	86.4
2. General information meeting with parents and other potential volunteers.	51.3
3. Maintaining a file of potential volunteers.	81.0
4. Maintaining a current inventory of the need for volunteers.	43.2
5. Decision on recruitment policies.	21.6
6. Development of a recruitment plan.	24.3
7. None	0.0
8. Other	0.0

Methods of Recruitment

Table 7 indicates the methods of recruitment used by respondents. The most popular method of volunteer recruitment, as identified by 89.1 percent of respondents, was individual or personal recruitment. In decreasing order of importance were public recruitment, delegated recruitment, and other methods. Other methods of recruitment mentioned by respondents were home visits by teachers, a public meeting or open house, the use of recruitment forms at registration time, and advertisements.

Table 7

Methods of Volunteer Recruitment
N = 37

Method used	Frequency (%)
1. Individual or personal recruitment	89.1
2. Public recruitment	70.2
3. Delegated recruitment	32.4
4. Other	13.5

Responsibility for Recruitment

Table 8 shows who was primarily responsible for recruitment of volunteers in community schools. The community school coordinator was identified as being solely responsible for recruitment by 41.7 percent of respondents. An additional 13.9 percent of respondents indicated that the community school coordinator was involved with recruitment in conjunction with the principal or the principal and teachers.

The principal, in conjunction with teachers, was identified as the second major person holding responsibility for recruitment with 22.2 percent of respondents indicating such.

Those respondents who indicated that someone other had been primarily responsible for recruitment mentioned a volunteer commitee working along with the community school coordinator, the advisory council in conjunction with school personnel, the counsellor, and the secretary.

Table 8

Responsibility for Recruitment of

Volunteers
N =36

Position	Frequency (%)
1. Principal	5.6
2. Vice-Principal	0.0
3. Teachers	2.8
4. Principal and Teachers	22.2
5. Community School Coordinator	41.7
6. Principal and Community School Coordinator	5.6
7. Principal, Teachers and Community School Coordinator	8.3
8. Other	13.8
Total	100.0

Screening of Volunteers

This section deals with the questions of whether or not volunteers were screened before becoming involved in the school, and if so who was responsible for screening and what qualities were considered desirable in the volunteer. It is noteworthy that only 35.1 percent, or somewhat more than one-third of respondents, indicated that volunteers had been screened prior to becoming involved in their schools. Those who responded in the negative were not asked to answer the remaining questions dealing with screening. Consequently, the number of respondents for the remaining two questions is no greater than 13.

Volunteer qualities

Table 9 indicates what qualities were looked for in volunteers during the screening process. A knowledge of specific skills and personal qualities were the most desirable qualities according to respondents. In decreasing order of importance came commitment to volunteer work, past experience, and academic skills. Academic skills were easily considered to be least important with only 7.6 percent of respondents indicating that it had been one of the qualities looked for in the screening process.

Table 9

Qualities Looked for in Volunteers
N = 13

Desired qualities	Frequency (%)
1. Personal	92.3
2. Commitment to volunteer work	84.6
3. Academic	7.6
4. Past Experience	53.8
5. Knowledge of specific skills	92.3
6. Other	7.6

Responsibility for screening volunteers

As indicated in Table 10, the person most responsible for screening of volunteers was the community school coordinator. Of the respondents who did screen volunteers, 53.8 percent indicated that the community school coordinator was solely responsible for this activity.

Nearly one-quarter, or 23.1 percent, of respondents indicated that someone other than those listed was responsible for screening of volunteers. Those mentioned as being responsible included the secretary, the community school coordinator in conjunction with the liaison teacher, and any school personnel who needed the services of volunteers.

Table 10

Responsibility for Screening of Volunteers
N = 13

Position	Frequency (%)
1. Principal	0.0
2. Vice-Principal	0.0
3. Teachers	0.0
4. Principal and Teachers	7.7
5. Community School Coordinator	53.8
6. Principal and Community School Coordinator	0.0
7. Principal, Teachers, and Community School Coordinator	15.4
8. Other	23.1
Total	100.0

Training/Orientation of Volunteers

This section deals with the questions of whether or not community schools with volunteer programs have orientation sessions for volunteers, what the duration of orientation sessions is, what the elements of these sessions are, and who is responsible for volunteer orientation. Exactly two-thirds, or 66.6 percent, of respondents indicated that some type of training or orientation was provided for volunteers. Those who indicated that no volunteer orientation sessions were held in their schools were not asked to complete the remaining questions regarding volunteer orientation. Consequently, the total number of respondents for the remaining questions in this section does not exceed 24.

Duration of Volunteer Orientation

Table 11 deals with the amount of time that was spent on orientation of volunteers. It is noteworthy that the majority of respondents indicated that very little time was spent in orientation for volunteers. One half day or less was spent on this task by 58.3 percent of respondents and no one spent two days or more on volunteer orientation.

Ongoing orientation of volunteers was carried out by 20.8 percent of respondents. Those who indicated that the duration of volunteer orientation was other than what was presented in the questionnaire all indicated that a short introductory orientation session was held but that volunteer orientation was also an ongoing process.

Table 11

Duration of Volunteer Orientation Sessions
N = 24

Time spent	Frequency (%)
1. One half day or less	58.3
2. One day	4.3
3. Two days or more	0.0
4. Ongoing	20.8
5. Other	16.7
Total	100.0

Elements of Volunteer Orientation Sessions

Elements included in volunteer orientation sessions are included in Table 12. The most popular elements of volunteer orientation sessions were policies and procedures of the school and definition of the volunteers' role in relation to the professional staff, with 87.5 percent of respondents indicating these as being part of their volunteer orientation. Closely following in order of frequency of inclusion in volunteer orientation sessions were definition of volunteer tasks, objectives and aims of the program, definition of staff members' role in relation to the volunteer, description of the characteristics of people the volunteer will be assisting, and a summary of the development, problems, and needs of the school.

Table 12

Elements of Volunteer Orientation Sessions
N = 24

Element	Frequency (%)
1. Objectives and aims of the program	79.1
2. Policies and procedures of the school	87.5
3. Summary of development and operation of the school including its problems and needs	41.6
4. General characteristics of the group or individuals that the volunteer will be assisting	54.1
5. Definition of volunteers' role in relation to the professional staff	87.5
6. Definition of staff members' role in relation to the volunteer	66.6
7. Definition of tasks volunteers will perform	83.3
8 Other	4.1

Responsibility for Volunteer Orientation

Table 13 indicates who is most responsible for the orientation of volunteers in community schools. The community school coordinator was identified by 45.8 percent of respondents as being solely responsible for volunteer orientation. In addition, another 25 percent of respondents indicated that the community school coordinator worked in conjunction with the principal or both the principal and teachers in the area of volunteer orientation.

Those respondents who indicated that others were also involved in the orientation process indicated that experienced volunteers were responsible for orientation of new volunteers in conjunction with the community school coordinator. Also mentioned was the process whereby those who needed the volunteer were responsible for the orientation.

Table 13

Responsibility for Volunteer Orientation
N = 24

Position	Frequency (%)
1. Principal	8.3
2. Vice-Principal	0.0
3. Teachers	0.0
4. Principal and Teachers	4.2
5. Community School Coordinator	45.8
6. Principal and Community School Coordinator	4.2
7. Principal, Teachers, and Community School Coordinator	20.8
8 Other	16.7
Total	100.0

Training/Orientation of Staff

Working with Volunteers

This section deals with the questions of whether or not community schools with volunteer programs have orientation sessions for teachers who work with volunteers and what the elements of these sessions are. Less than one-third of respondents, or 29.7 percent, indicated that some type of orientation session was provided for teachers who would be working with volunteers. This figure is noteworthy when compared to orientation of volunteers where two-thirds, or 66.6 percent, of respondents indicated it as being part of their program.

Those who indicated that no teacher orientation sessions were held in their schools were not asked to respond to the remaining question on teacher orientation. Consequently, the total number of respondents for the remaining question in this section does not exceed 11.

Elements of Teacher Orientation Sessions

Elements included in orientation sessions for teachers who work with volunteers are included in Table 14. Those respondents who indicated that such orientation sessions exist in their schools also indicated that most of the program variables listed were part of their programs. Definition of program activities which can be carried out by volunteers under professional supervision, discussion of goals and structure of the volunteer program, discussion of assistance available to staff members, and discussion of procedures for dealing with major difficulties were included in teacher orientation sessions by 90.9 percent of respondents. It is interesting that discussion of evaluation criteria as well as techniques for fostering interpersonal relationships were only assigned a second tier status when the literature identifies them as being important. However, 81.8 percent of respondents did note them as being part of teacher orientation.

Table 14

Elements of Teacher Orientation Sessions
N = 11

Elements	Frequency (%)
1. Definition of program activities which can be carried out by volunteers under professional supervision.	90.9
2. Discussion of goals and structure of volunteer program.	90.9
3. Discussion of techniques for fostering interpersonal relationships with volunteers.	81.8
4. Discussion of assistance available to staff members working with volunteers.	90.9
5. Discussion of evaluation criteria for volunteer program.	81.8
6. Discussion of procedures for dealing with major difficulties.	90.9
7. Other	0.0

Placement of Volunteers

This section will deal with the questions of what elements are considered in the placement of volunteers and who is responsible for placement.

Variables considered in placement of volunteers

Table 15 shows what elements are considered in the placement of volunteers in community schools in Alberta. Teacher request was the most important variable with 94.5 percent of respondents indicating this was considered in volunteer placement. It is interesting to note that the least important variable considered in placement of volunteers was volunteer request with 72.9 percent of respondents indicating that this had been taken into consideration.

Only 8.1 percent of respondents indicated that other things had also been taken into consideration in volunteer placement. Items mentioned were student needs and skills for a specific project.

Table 15

Elements Considered in Placement of

Volunteers
N = 37

Variable	Frequency (%)
1. Teacher request	94.5
2. General school needs	86.4
3. Volunteer skills	83.7
4. Volunteer request	72.9
5 Other	8.1

Responsibility for placement of volunteers

Table 16 indicates who was primarily responsible for placement of volunteers in community schools in Alberta. The community school coordinator was identified by 40.5 percent of respondents as being primarily responsible for volunteer placement. In addition, 24.3 percent of respondents indicated that the community school coordinator, in conjunction with the principal or the principal and teachers, was responsible for placement. The next most important individual in volunteer placement was the principal who was identified by 16.2 percent of respondents as being solely responsible for this aspect of the volunteer program.

Only 10.8 percent of respondents indicated someone other than those listed as being responsible. In these cases the community school coordinator worked in conjunction with the community school curriculum coordinator, the liaison teacher, or a volunteer committee.

Table 16

Responsibility for Placement of Volunteers
N = 37

Position	Frequency (%)
1. Principal	16.2
2. Vice-Principal	0.0
3. Teachers	2.7
4. Principal and Teachers	5.4
5. Community School Coordinator	40.5
6. Principal and Community School Coordinator	5.4
7. Principal, Teachers, and Community School Coordinator	18.9
8 Other	10.8
Total	100.0

Responsibility for Coordination of Volunteer Activities

Table 17 indicates who is primarily responsible for coordination of volunteer activities in community schools in Alberta. The community school coordinator was identified by 65.2 percent of respondents as being solely responsible for coordination of volunteer activities. In addition, the community school coordinator was identified by 8.7 percent of respondents as working in conjunction with the principal or the principal and teachers in coordinating volunteer activities.

Although the community school coordinator was identified as being responsible for coordination of volunteer activities by a majority of respondents, 17.4 percent of those completing the questionnaire assigned responsibility for this task to someone other than those listed. People identified as being responsible for this aspect of the volunteer program were the community school secretary, both teachers and the community school coordinator, the vice-principal and a volunteer, the community school coordinator and the liaison teacher, and a volunteer committee supervised by the community school coordinator.

Table 17

Responsibility for Coordination of

Volunteer Activities
N = 46

Position	Frequency (%)
1. Principal	4.3
2. Vice-Principal	0.0
3. Teachers	4.3
4. Community School Coordinator	65.2
5. Volunteer	0.0
6. Principal and Community School Coordinator	6.5
7. Principal, Teachers, and Community School Coordinator	2.2
8. Other	17.4
Total	100.0

Number of Volunteers

Respondents were asked to estimate the number of volunteers currently working in their school. Some respondents had difficulty in responding to this question as a result of the variety of tasks volunteers perform. These respondents indicated on the questionnaire that they were unsure about whether to include only regular volunteers or guest speakers and other such volunteers as well.

The data obtained from this question indicates that the mean number of volunteers involved in community schools in Alberta is 39 (rounded). The number of volunteers in schools ranged from a low of zero to a high of 150.

Summary

The purpose of this chapter has been to present data concerning both the structure of volunteer programs in Alberta community schools as well as to identify the person(s) primarily responsible for various aspects of the program. Some demographic data have been presented as well. Some general observations and conclusions are implicit in the data presented regarding structure of and responsibility for volunteer involvement in community schools. Specifically these are:

1. Most designated community schools in Alberta are either Elementary or Elementary/Junior high schools. As well, many designated community schools had operating volunteer programs before they were granted designated status.

2. Most designated community schools in Alberta did some initial planning for volunteer involvement.

3. All designated community schools in Alberta did some planning for recruitment of volunteers. However, only a few of these schools made decisions regarding recruitment policies or developed a plan for recruitment of volunteers. Personal or individual recruitment of volunteers was identified as the most popular method of volunteer recruitment.

4. Only slightly more than one-third of respondents indicated that volunteers who were involved in the school had been screened. When volunteers were screened, personal qualities and a knowledge of specific skills were considered most important whereas academic skills were considered least important.

5. Two-thirds of designated community schools having volunteer programs indicated that some kind of training/orientation session was held for volunteers. Over half of these respondents indicated that these sessions lasted for one half day or less. Orientation of volunteers included a number of elements with policies and procedures of the school and definition of the volunteers' role in relation to the professional staff being the most common.

6. Less than one-third of designated community schools having volunteer programs have training/orientation sessions for teachers who work with volunteers. Those having teacher orientation sessions, however, indicated that they included most of the elements mentioned in the literature as being part of such an orientation.

7. The most important element in volunteer placement was teacher request with the least important being volunteer request.

8. The community school coordinator was identified as being primarily responsible for recruitment and screening of volunteers, volunteer orientation, placement of volunteers, and coordination of volunteer

activities by a large portion of the responding principals. The only area of the volunteer program where the community school coordinator did not have primary responsibility was in the area of initial planning and introduction of the volunteer program. The principal was identified as having primary responsibility in this area by a large portion of the respondents.

9. The number of volunteers active in designated community schools in Alberta varied considerably. However, the general indication is that many volunteers are active in these schools as is evident by the mean number of 39 (rounded) reported by respondents.

Although the results reported in this chapter did not differentiate among different types of schools, such an analysis was also carried out and the results are presented in tabular form in Appendix D. A decision not to use these tables in the primary discussion was made as a result of the very low number of respondents available in the Junior/Senior high school category.

CHAPTER FIVE

Tasks of Volunteers, Goals of Volunteer Programs, and Satisfaction with Volunteer Programs

This chapter deals with the perceptions of principals, teachers, and volunteers regarding tasks performed by volunteers and goals of volunteer programs. Respondents were asked to report the relative frequency and appropriateness of selected volunteer tasks as perceived by them. In addition, they were asked to rank selected goals of volunteer programs according to their perceptions. Lastly, levels of satisfaction with various aspects of volunteer involvement in community schools relative to respondent groups are reported.

The responses of each group were compared using the F test to determine if differences existed among the respondent groups. A Scheffe procedure was then employed to determine where differences among groups had occurred.

Tasks Performed by Volunteers

The volunteer tasks enumerated in the questionnaire are taken from a typology developed by H.G. Hedges (1973). The typology consists of the following volunteer tasks: 1) Clerical (e.g., averaging and entering marks, typing and duplicating stencils, keeping inventory of materials, etc.), 2) Classroom maintenance and administration (e.g., arranging bulletin boards, supervising seatwork, arranging study areas, helping with coats, etc.), 3) General non-instructional (e.g., collecting tests and homework, proofreading class newspaper, supervising field trips and club meetings, etc.), 4) Audio-visual assistance (e.g., operating projectors, maintaining AV equipment, reviewing films/filmstrips, etc.), and 5) Instructional (e.g., preparing objective tests, checking homework, teaching a group to play an instructional game, tutoring individual students, listening to students read, etc.). Although this typology may not be all inclusive, it does provide for a broad variety of tasks.

Frequency of Tasks Performed by Volunteers

Respondents were asked to indicate how frequently volunteers performed certain selected types of tasks in their school. The responses were recorded on a five point scale ranging from (1) Never to (5) Very Often. The F test was then applied to determine if there were any significant differences among principals, teachers, and volunteers. A Scheffe procedure was used to determine the nature of these differences. The results are summarized in Table 18.

Principals identified general non-instructional types of tasks as being performed most frequently by volunteers and tasks involving audio-visual assistance as being performed least frequently. Teachers indicated that instructional tasks were performed most frequently and classroom maintenance and administration tasks were performed least frequently. Volunteers noted that they performed instructional tasks most frequently and tasks involving audio-visual assistance least frequently. Group means for "other" tasks were discounted in this analysis because of the great diversity of other tasks listed by the respondent groups.

Significant differences ($P < .05$) among groups were found to exist with regard to three of the types of volunteer tasks listed. In all three instances, results indicated that teachers perceived the tasks as being performed less frequently than either principals or volunteers.

Differences between teachers and volunteers, and teachers and principals accounted for the significant F ratio with regard to classroom maintenance and administration tasks. Principals and volunteers perceived this type of task as being performed more frequently than teachers did.

Table 18

Perceived Frequency of Tasks Performed by

Volunteers by Respondent Group

Task	Respondent Group	Group Mean[a]	F-value	Prob.
1. Clerical	1. Principal	2.72	0.11	0.892
	2. Teacher	2.58		
	3. Volunteer	2.66		
2. Classroom Maintenance and Administration	1. Principal	2.91	5.75	0.004*
	2. Teacher	2.08		
	3. Volunteer	2.79		
3. General Non-Instructional	1. Principal	3.54	6.73	0.001*
	2. Teacher	2.47		
	3. Volunteer	3.02		
4. Audio-Visual Assistance	1. Principal	1.97	0.99	0.372
	2. Teacher	2.13		
	3. Volunteer	2.38		
5. Instructional	1. Principal	3.40	3.24	0.042*
	2. Teacher	2.79		
	3. Volunteer	3.60		
6. Other	1. Principal	4.75	2.79	0.078
	2. Teacher	3.77		
	3. Volunteer	3.70		

[a] Higher means indicate tasks performed more frequently.

* $P < .05$

Differences between principals and teachers accounted for the significant F ratio with regard to general non-instructional types of tasks. Once again, principals perceived this type of task to be performed more frequently than teachers did.

Differences between volunteers and teachers accounted for the significant F ratio with regard to instructional types of tasks. Even though teachers identified volunteers as performing instructional tasks more than any other type, volunteers perceived themselves to be performing instructional types of tasks far more frequently than teachers did. This may be partially due to the fact that instructional tasks are sometimes considered to lie entirely in the professional domain.

Thus, there seems to be some disagreement regarding what types of tasks volunteers perform in schools. Teachers generally perceived volunteers to be performing the selected tasks less frequently than did principals and volunteers.

Appropriateness of Tasks Performed by Volunteers

Respondents were asked to indicate how appropriate the selected tasks were for a volunteer. The responses were recorded on a five point scale ranging from (1) Very inappropriate to (5) Very appropriate. The F test was then applied to determine if there were any significant differences among respondent groups. A Scheffe procedure was used to determine the nature of these differences. The results are presented in Table 19.

Principals identified general non-instructional types of tasks as being most appropriate for volunteers and tasks involving audio-visual assistance as being least appropriate. This is in keeping with principals' perceptions of what tasks are performed most and least frequently by volunteers.

Table 19

Perceived Appropriateness of Tasks Performed by Volunteers by Respondent Group

Task	Respondent Group	Group Mean[a]	F-value	Prob.
1. Clerical	1. Principal	3.31	0.75	0.474
	2. Teacher	3.26		
	3. Volunteer	3.24		
2. Classroom Maintenance and Administration	1. Principal	3.70	2.55	0.082
	2. Teacher	3.03		
	3. Volunteer	3.40		
3. General Non-Instructional	1. Principal	3.97	3.01	0.053
	2. Teacher	3.24		
	3. Volunteer	3.60		
4. Audio-visual Assistance	1. Principal	2.93	0.95	0.387
	2. Teacher	3.18		
	3. Volunteer	3.35		
5. Instructional	1. Principal	3.88	1.77	0.174
	2. Teacher	3.30		
	3. Volunteer	3.76		
6. Other	1. Principal	4.83	3.77	0.035*
	2. Teacher	4.22		
	3. Volunteer	3.40		

[a] Higher means indicate more appropriate tasks.

* $P < .05$

Teachers indicated that clerical tasks were most appropriate for volunteers and classroom maintenance and administration tasks were least appropriate. It is noteworthy that while teachers indicated instructional tasks as being performed most frequently they felt that clerical tasks were most appropriate. Volunteers felt that instructional tasks were most appropriate and clerical tasks were least appropriate for them. In this instance, volunteers and teachers were diametrically opposed in their perceptions of appropriate tasks for volunteers. Group means for "other" tasks were discounted in this analysis because of the great diversity of other tasks listed by respondent groups.

Although there are trends toward significance ($P<.05$) with respect to two of the selected types of tasks, there are significant differences among groups in only one. The significant difference occurred between principals and teachers in the "other" category. However, since respondents were asked to write in specific types of tasks there is no constant and the result is therefore difficult to interpret.

Goals of Volunteer Programs

This section deals with goals of volunteer programs. The purpose of this part of the study was to discover the relative importance of selected goals to principals, teachers, and volunteers as well as to examine whether there were any significant differences in importance of selected goals among the respondent groups. Respondents were asked to rank selected goals from most to least important. The F test was then applied to discover whether there were any significant differences among groups. A Scheffe procedure was used to discover where the significant differences occurred.

Table 20 indicates the mean ranking of goals of volunteer programs by respondent group. The most important goal of volunteer programs according to the principals was to enrich children's school experiences through unique resources contributed by volunteers and the least important was to relieve teachers of many non-teaching tasks and duties. Teachers

Table 20

Mean Ranking of Goals of Volunteer Programs Relative to Respondent Group

Goal Statement	Principals		Teachers		Volunteers	
	Group Mean[a]	Rank[b]	Group Mean[a]	Rank[b]	Group Mean[a]	Rank[b]
1. To assist teachers in providing more individualization and enrichment of instruction to their classes.	3.63	3	2.87	2	2.27	1
2. To increase children's motivation for learning.	4.94	6	4.12	4	3.22	2
3. To enrich children's school experiences through unique resources contributed by volunteers.	2.50	1	2.85	1	3.72	3
4. To relieve teachers of many non-teaching tasks and duties.	5.20	7	4.93	6	4.86	5.5
5. To provide an opportunity for interested community members to participate effectively in a school's program.	3.77	4	3.97	3	4.25	4
6. To strengthen school-community relations through positive participation.	3.22	2	4.30	5	4.86	5.5
7. To build an understanding of school problems among citizens thus stimulating widespread involvement in the total educational process.	4.77	5	4.94	7	4.88	7
8. Other.			6.75	8	6.20	8

[a] Lower means indicate more important goals.
[b] Most important goal = 1. Least important goal = 7 or 8.

agreed with principals with regard to the most important goal but indicated that the least important goals were to build an understanding of school problems among citizens thus stimulating widespread involvement in the total educational process and those they listed in the "other" category. Volunteers indicated that the most important goal was to assist teachers in providing more individualization and enrichment of instruction to their classes but agreed with teachers as to the least important goals.

When the F test was applied, significant differences ($P < .05$) among respondent groups were found to exist with respect to four goal statements. The results are summarized in Table 21.

Differences between principals and volunteers accounted for the significant F ratio with regard to the first goal statement (i.e., to assist teachers in providing more individualization and enrichment of instruction to their classes). Volunteers ranked this goal more highly than the other two groups.

Differences between volunteers and teachers, and volunteers and principals accounted for the significant F ratio with respect to the second goal statement (i.e., to increase children's motivation for learning). Once again, volunteers ranked this goal more highly than the other two groups.

Differences between volunteers and principals, and volunteers and teachers accounted for the significant F ratio with regard to the third goal statement (i.e., to enrich childrens' school experiences through unique resources contributed by volunteers). Principals ranked this goal more highly than did the other two groups.

Table 21

Differences among Respondent Groups Relative to Importance of Selected Volunteer Program Goals

Goal Statement	Respondent Group	Group Mean[a]	F value	Prob.
1. To assist teachers in providing more individualization and enrichment of instruction to their classes.	1. Principal 2. Teacher 3. Volunteer	3.63 2.87 2.27	3.98	0.021*
2. To increase children's motivation for learning.	1. Principal 2. Teacher 3. Volunteer	4.94 4.12 3.22	9.74	0.000*
3. To enrich children's school experiences through unique resources contributed by volunteers.	1. Principal 2. Teacher 3. Volunteer	2.50 2.85 3.72	6.03	0.003*
4. To relieve teachers of many non-teaching tasks and duties.	1. Principal 2. Teacher 3. Volunteer	5.20 4.93 4.86	0.20	0.817
5. To provide an opportunity for interested community members to participate effectively in a school's program.	1. Principal 2. Teacher 3. Volunteer	3.77 3.97 4.25	0.61	0.544
6. To strengthen school-community relations through positive participation.	1. Principal 2. Teacher 3. Volunteer	3.22 4.30 4.86	9.13	0.000*
7. To build an understanding of school problems among citizens thus stimulating widespread involvement in the total educational process.	1. Principal 2. Teacher 3. Volunteer	4.77 4.94 4.88	0.06	0.935
8. Other.	1. Principal 2. Teacher 3. Volunteer	-.-- 6.75 6.20	0.15	0.701

[a] Lower means indicate more important goals.

* $P < .05$

Differences between principals and teachers, and principals and volunteers accounted for the significant F ratio with regard to the sixth goal statement (i.e., to strengthen school-community relations through positive participation). Once again, principals ranked this goal more highly than the other two groups.

Other goals mentioned by teachers were to expose students to other professions that they may not know about or understand and to provide skilled demonstrations of crafts. These other goals seem somewhat limited and seem to view the volunteer as performing primarily as a guest speaker. Volunteers mentioned other goals as being the opportunity to be involved with one's own children more and to be able to help them more, the opportunity to enrich the volunteers' experience through working with other people, the opportunity to experience a teaching atmosphere when one is interested in pursuing a career in teaching, and the opportunity to watch the progress of one's own child more closely.

Satisfaction with Various Aspects of Volunteer Involvement

This section deals with satisfaction levels of principals, teachers, and volunteers relative to various aspects of volunteer involvement in designated community schools. The purpose of this part of the study was to discover how satisfied or dissatisfied the respondent groups were with aspects of volunteer involvement as well as to discover whether there were any significant differences among respondent groups with respect to satisfaction. Responses were recorded on a five point scale ranging from (1) Very disatisfied to (5) Very satisfied. The F test was applied to discover whether there were any significant differences among groups. A

Scheffe procedure was used to discover where the significant differences occurred. Table 22 summarizes the results.

Table 22

Satisfaction with Various Aspects of Volunteer Involvement by Respondent Group

Aspects of Programs	Respondent Group	Group[a] Mean	F Value	Prob.
1. Tasks performed by volunteers	1. Principal	4.54	6.65	0.001*
	2. Teacher	3.94		
	3. Volunteer	4.07		
2. Matching of volunteer interest and ability with tasks	1. Principal	4.05	1.16	0.315
	2. Teacher	3.75		
	3. Volunteer	3.90		
3. Variety of tasks possible for volunteers	1. Principal	3.67	2.51	0.085
	2. Teacher	3.72		
	3. Volunteer	4.09		
4. Definition/clarity of volunteer tasks	1. Principal	3.47	1.46	0.234
	2. Teacher	3.86		
	3. Volunteer	3.68		
5. Volunteer selection procedures	1. Principal	3.50	1.43	0.242
	2. Teacher	3.80		
	3. Volunteer	3.80		
6. Competence of volunteers	1. Principal	4.10	2.43	0.092
	2. Teacher	3.83		
	3. Volunteer	3.75		
7. Reliability of volunteers	1. Principal	4.16	6.07	0.003*
	2. Teacher	3.44		
	3. Volunteer	3.65		
8. Volunteer turnover/ stability of volunteer staff	1. Principal	3.56	0.253	0.777
	2. Teacher	3.44		
	3. Volunteer	3.42		

Table 22 (cont.)

Satisfaction with Various Aspects of Volunteer

Involvement by Respondent Group

Aspects of Programs	Respondent Group	Group[a] Mean	F Value	Prob.
9. Clarity of goals for volunteer program	1. Principal 2. Teacher 3. Volunteer	3.35 3.75 3.75	2.01	0.071
10. Clarity of roles for the volunteer	1. Principal 2. Teacher 3. Volunteer	3.59 3.77 3.75	0.52	0.593
11. Clarity of teachers' role in relation to the volunteer	1. Principal 2. Teacher 3. Volunteer	3.45 3.60 3.70	0.87	0.421
12. Orientation/preparation of volunteers	1. Principal 2. Teacher 3. Volunteer	3.24 3.69 3.70	3.27	0.041*
13. Orientation/preparation of staff to work with volunteers	1. Principal 2. Teacher 3. Volunteer	3.00 3.52 3.48	4.42	0.014*
14. Volunteer placement procedures	1. Principal 2. Teacher 3. Volunteer	3.64 3.68 3.75	0.16	0.847
15. Procedures for dealing with major difficulties	1. Principal 2. Teacher 3. Volunteer	3.64 3.52 3.63	0.18	0.828
16. Coordination of volunteer services	1. Principal 2. Teacher 3. Volunteer	3.97 3.91 3.85	0.26	0.768

Table 22 (cont.)

Satisfaction with Various Aspects of Volunteer

Involvement by Respondent Group

Aspects of Programs	Respondent Group	Group[a] Mean	F Value	Prob.
17.Relationship between volunteers and staff	1. Principal 2. Teacher 3. Volunteer	4.45 3.94 4.14	4.47	0.013*
18,Relationship between students and volunteers	1. Principal 2. Teacher 3. Volunteer	4.40 3.86 4.24	6.23	0.002*
19.Communication among volunteers, staff, and administration	1. Principal 2. Teacher 3. Volunteer	4.16 3.80 4.00	2.12	0.124
20.Teacher commitment to volunteer program	1. Principal 2. Teacher 3. Volunteer	3.59 3.67 3.80	0.68	0.504
21.Recognition of volunteer services	1. Principal 2. Teacher 3. Volunteer	4.08 3.80 4.12	1.59	0.207
22.Evaluation of volunteers and volunteer program	1. Principal 2. Teacher 3. Volunteer	3.22 3.52 3.70	2.97	0.055
23.Benefit of volunteer program to students	1. Principal 2. Teacher 3. Volunteer	4.29 4.13 4.19	0.520	0.595
24.Benefit of volunteer program to volunteers	1. Principal 2. Teacher 3. Volunteer	4.08 3.67 4.09	4.10	0.019*

Table 22 (cont.)

Satisfaction with Various Aspects of Volunteer Involvement by Respondent Group

Aspects of Programs	Respondent Group	Group Mean[a]	F Value	Prob.
25. Benefit of volunteer program to teachers	1. Principal	4.27	3.47	0.034*
	2. Teacher	3.88		
	3. Volunteer	3.94		
26. Benefit of volunteer program to school	1. Principal	4.45	2.50	0.086
	2. Teacher	4.22		
	3. Volunteer	4.12		

[a] Higher means indicate greater satisfaction.
* $P < .05$

The general satisfaction levels of all respondent groups with regard to aspects of volunteer involvement were quite high. No group mean fell below 3.00 which is labelled as neutral on the five point scale. That group means were all toward the positive or satisfied end of the scale leads one to believe that respondent groups are generally satisfied with volunteer involvement in schools at the present time.

Significant differences ($P < .05$) were, however, identified in 8 of 26 aspects of volunteer involvement. A further five aspects indicated trends toward significance.

Differences between principals and teachers, and principals and volunteers accounted for the significant F ratio with regard to tasks performed by volunteers. Of the three respondent groups, principals were most satisfied with this aspect of volunteer involvement whereas teachers were least satisfied.

Differences between principals and teachers, and principals and volunteers accounted for the significant F ratio with regard to reliability of volunteers. Of the three respondent groups, principals were once again most satisfied and teachers were once again least satisfied with this aspect of volunteer involvement.

Significant differences among respondent groups also occurred with regard to orientation/preparation of volunteers and staff working with volunteers. Volunteers were most satisfied with orientation/preparation they had received, whereas principals were the least satisfied of the three groups. The significant F ratio for this aspect of volunteer involvement is a result of differences between group means of principals and volunteers. Interestingly enough, teachers were also most satisfied with the orientation/preparation they had received to prepare them for working with volunteers. Principals, on the other hand, were the least satisfied of the three respondent groups with this aspect as well. The significant F ratio was caused by differences between principals and teachers, and principals and volunteers.

Satisfaction with relationships between volunteers and staff, and volunteers and students was also significantly different among respondent groups. Principals were most satisfied with relationships between volunteers and staff, whereas teachers were least satisfied. The significant F ratio occurred as a result of the differences between these two groups. With regard to relationships between volunteers and students, principals were again the most satisfied group whereas teachers were least satisfied. The significant F ratio occurred as a result of differences between teachers and volunteers, and teachers and principals.

Lastly, significant differences in satisfaction among respondent groups occurred with respect to the benefit of the volunteer program to volunteers and to teachers. Volunteers were most satisfied with benefits of the volunteer program to themselves and teachers were least satisfied with this aspect of volunteer involvement. The significant F ratio was caused by differences between teachers and principals, and teachers and volunteers. With regard to benefits to teachers from the volunteer program, principals were the most satisfied and teachers were the least satisfied of the three groups. The significant F ratio was caused by differences between principals and teachers.

Summary

This chapter has had a threefold focus. First, the tasks performed by volunteers were examined relative to frequency and appropriateness as perceived by the three respondent groups. Differences in perceptions among groups were pointed out. Second, goals of volunteer programs were examined with regard to their importance to the three respondent groups. Once again, differences among groups were discussed. Lastly, satisfaction levels of the respondent groups with regard to various aspects of volunteer involvement were examined and differences among groups were analyzed.

There was considerable disagreement among respondent groups with respect to frequency of volunteer tasks performed. Principals indicated general non-instructional tasks were performed most frequently while teachers and volunteers identified instructional tasks as being performed most frequently. Principals and volunteers indicated that tasks involving audio-visual assistance were performed by volunteers least frequently while teachers indicated classroom maintenance and administration tasks were performed least frequently. Significant differences ($P < .05$) among groups occurred with regard to classroom maintenance and administration tasks, general non-instructional tasks, and instructional tasks. Teachers generally identified selected tasks as occurring less frequently than did principals or volunteers.

While there was more agreement regarding appropriateness of tasks among respondent groups, it is noteworthy that while teachers felt clerical tasks were most appropriate for volunteers, volunteers regarded clerical tasks as being least appropriate.

There was also considerable disagreement among respondent groups with respect to goals of volunteer programs. Significant differences ($P<.05$) occurred among groups in four of the six goal statements listed.

Although satisfaction levels for various aspects of volunteer involvement in community schools was generally high among all respondent groups, significant differences ($P< .05$) in terms of satisfaction were found to exist for eight items. Of the three groups, principals were most satisfied with tasks performed by volunteers, reliability of volunteers, relationships between volunteers and staff, relationships between volunteers and students, and benefit of the program to teachers. At the same time, teachers were least satisfied with these aspects of volunteer involvement. Teachers, on the other hand, were the most satisfied group with respect to their orientation/preparation to work with volunteers. In this case, principals were the least satisfied. Volunteers were the most satisfied group with respect to their orientation/preparation and benefit of the program to them. Principals were the least satisfied group with regard to volunteer orientation and teachers were least satisfied with benefits gained by volunteers as a result of the volunteer program. The differences between principals and teachers in terms of satisfaction with volunteer programs may indicate differing outlooks regarding volunteer involvement between these two groups.

CHAPTER SIX

Perceived Areas of Possible Improvement in Volunteer Programs by Respondent Group

This chapter deals with areas of volunteer involvement in designated community schools that could or should be improved as perceived by principals, community school coordinators, teachers, and volunteers. People representing each of these groups were interviewed in each of the three selected designated community schools. In each school the principal, community school coordinator, three teachers, and three volunteers were interviewed using the interview schedule contained in Appendix B. These interviews were recorded and transcripts were made from the tapes. A transcript of one interview is also provided in Appendix B in order to show how the interviews were conducted. The transcripts were analyzed and the results are summarized in Table 23.

Ten aspects of volunteer programs were initially identified from the literature and included in the interview schedule as areas that might need improvement simply because they were elements of volunteer programs. However, respondents were also asked to identify other areas of volunteer programs that might be in need of improvement. Consequently, an addititional six items were identified and are included in Table 23 and the analysis to follow. The analysis begins with areas most in need of improvement, as identified by respondent groups, and ends with areas least in need of improvement.

Table 23

Perceived Areas of Possible Improvement in Volunteer Programs by Respondent Group

Program Variables	Principals N = 3	Community School Coordinator N = 3	Teachers N = 9	Volunteers N = 9	Total N = 24
1. Pre-planning for volunteer involvement.	-	-	3	4	7
2. Recruitment of volunteers.	-	-	2	6	8
3. Selection/Screening of volunteers.	1	1	3	1	6
4. Training/Orientation of volunteers.	1	1	2	5	9
5. Training/Orientation of teachers.	1	1	4	5	11
6. Placement of volunteers.	-	-	-	-	0
7. Tasks performed by volunteers.	1	2	1	1	5
8. Evaluation of volunteer programs.	1	-	-	-	1
9. Routine procedures for smooth operation.	-	-	-	-	0
10. Recognition of volunteers.	-	-	1	2	3
11. Teacher involvement/leadership of volunteer program.	2	2	1	-	5
12. Volunteer leadership of volunteer program.	2	2	-	-	4
13. Communication among participants.	2	1	3	2	8
14. Teacher awareness/attitude/acceptance.	1	2	2	4	9
15. Reliability of volunteers.	-	-	2	2	4
16. Defining volunteer roles.	-	1	1	2	4

Training/Orientation of Teachers

Training and orientation of teachers was identified by the greatest number of respondents as being an area where improvement was needed or was possible. Approximately one-half of teachers and volunteers interviewed and one-third of principals and coordinators interviewed indicated that they would like to see improvement in this area.

Teachers interviewed indicated that to make the program work, teachers had to be informed.

> If the people who are going to use volunteers don't know about it or can't visualize using the volunteer then it's like spitting into the wind; it just doesn't work.

In fact, teachers seemed to indicate that a major part of the teacher orientation sessions would involve not only informing teachers about the volunteer program but getting their acceptance and approval as well.

> This training/orientation of teachers, I think, is quite important; because if you're going to have volunteers in the school, you have to have the staff behind you to support that and I think that teachers as a whole would have to be educated before you even started on something like that.... I think that if you present it in a positive way and let teachers see how they'd benefit, how the school would benefit, then I can't see any problem. I think it would be quite welcomed.

Teachers also felt that they needed to be informed about how to work with volunteers and how to use volunteers effectively.

> I think that probably training is something that's difficult. "How do I use her effectively?" and "How does she work effectively with me?" is maybe something that should be worked on...because sometimes it's as much a fault of my not knowing what I should be doing as the volunteer not knowing what she should be doing.

Volunteers who felt that training and orientation of teachers could be improved also felt that teachers needed to be educated in how to use volunteers. One volunteer explains:

> The teachers should be made more - to know really what the volunteers can do for them. A lot are unaware, a lot really don't

> want to use them or use them to an extent when they could be used more.

In addition, volunteers felt that if there were some kind of orientation sessions for teachers, not only would teachers learn how to more effectively use volunteers, but teachers resistant to the idea might become more open to the idea of volunteer involvement.

> ... <I>f they had some kind of meeting session where they explain to the teacher what the volunteer would be doing and how - you know, those kind of things - then the teacher might be willing to talk to the volunteer, get to know them and treat them properly.

The community school coordinator who felt that teacher orientation could be improved noted that with greater understanding, teachers might have fewer complaints about the volunteer program.

> ... <I>f they have the orientation to understand some of the more human components of the program, I think they'll usually be more readily able to accept the fact that we're going to have absenteeism and that despite the fact that you're ready for the volunteer, maybe their child got sick or things like that.

Teacher awareness/attitude/acceptance

Teacher attitude, awareness, and acceptance of volunteer involvement in community schools was identified by nine of 24 respondents as an area where improvement was necessary or possible. This idea was closely related to training and orientation as one way of overcoming negative feelings that some teachers had regarding volunteer involvement in schools.

The major difficulty in terms of teacher attitude regarding the volunteer program, as identified by volunteers, was that teachers did not treat them as equals. Volunteers reported that teachers perceived themselves to be "intellectuals" and treated volunteers as inferiors. One volunteer interviewed made the point that,

> Although the volunteer may not have their education, we're still doing a job here and we should be treated as part of the staff.... I

> think they treat me as someone below them in that way. They don't really take much notice of me unless I'm actually in their class. That could be changed, because it seems like I'm treated like an outcast.... I don't feel part of the staff....

Another volunteer put the point rather succinctly by saying "...volunteers still haven't made it into the little circle...." Volunteers generally agreed that teacher acceptance of volunteers and the volunteer program was an essential part of having a successful volunteer program, but that this area needed improvement and that this would take time.

The teachers interviewed, who felt that teacher attitude needed improvement, indicated that the major hurdle to be overcome was the teacher's fear of outsiders.

> <T>he...thing is getting over teacher's fears of outsiders almost, like, judging them .... you have to want to do it and some teachers don't want outsiders in their classroom or they don't find a need for it because it's a waste of time. So it's an attitudinal thing.

Some community school coordinators interviewed also noted the resistance of teachers to volunteer involvement and indicated the problem as being both a feeling of superiority on the part of some teachers and a nervousness about outsiders on the part of others.

> I guess the area where we get the most resistance in putting a volunteer in the classroom is from teachers. They're really sensitive about their professional standing and any suggestion that a person who is a community or lay person could instruct in an area better than they ...they feel quite resistant to the idea. So that resistance takes the forms of, "Well, I have a very busily compacted curriculum. I can't afford a day even though I know my students would enjoy having someone else in and spend time and talk about this kind of thing." I think that area is one that has to be overcome, the nervousness of teachers.

A community school coordinator also indicated that the attitude that volunteers should do the jobs that teachers dislike still needs to be overcome and a different picture of the volunteer must be presented.

> The attitude of people who are looking for volunteers in a school - they are still under the impression that they should get some little housewife from somewhere who is just bored sitting around home.

> Of course her husband makes so much money she wouldn't even think of going to work and she'll come in and do all the "schluff" jobs. All the supervising and you know, the clerical, the really horribly tedious jobs that they don't want to do. Well, I think that a lot of what's being done is to say, listen, people who volunteer are on the whole educated, etc. etc., and have something they'd like to give, not some little housewife who has nothing better to do. So that kind of an attitude has to be promoted more....

Both community school coordinators and principals agreed, however, that teacher resistance to volunteer involvement should be overcome slowly. It was felt that teachers could not be pushed into working with volunteers, rather they must be induced to change their attitudes by being informed of the benefits and by being shown examples of volunteers and teachers working together successfully.

Training/Orientation of Volunteers

Training and orientation of volunteers was also identified by nine of 24 people interviewed as an area where some improvements could be made. Indeed, as with the two previously mentioned aspects of volunteer programs, all respondent groups believed that improvements were possible in this area. However, all groups seemed to differ slightly in their perceptions of what direction the training and orientation should take.

Volunteers felt that the orientation should perhaps involve teaching them some skills or show them where they could be most useful. The orientation might be more detailed than what exists at present but should not be too lengthy. Volunteers noted that a set of reading materials might be helpful in this regard. One volunteer indicated that a more detailed basic preparation or introduction would be helpful.

> I think that I would like to know a little bit more before coming into the school and - saying this is what you do or at least have somebody tell you about this program. This is what volunteer work involves so that you have an idea when you come what you're going to be faced with. I would say a volunteer is just like a person

> that's being paid. When he goes to apply for a job, he wants to know what the job is about.

Teachers agreed with volunteers to the extent that they believed the expectations of the school toward the volunteer should be clearly set out. However, this view was expressed somewhat more stridently by teachers as the following quotation illustrates.

> I think volunteers have to know what the parameters of their activities are. They can't go in and organize everybody and end up being more of a pain in the rear than a help.

Teachers also felt that the routines of the school should be more fully understood by volunteers.

The principal and community school coordinator who noted that volunteer orientation could be improved were mainly concerned with the mechanics of the process rather than the content. They were responding to requests made by teachers in developing a more consistent approach to volunteer orientation. The following comment by a principal illustrates the problem and general solution:

> ...<T>he teachers...were saying that they spend ... a lot of time with each volunteer sort of training them, taking class time to train this volunteer and then another one comes in and they have to do the same thing and kind of go through this thing a number of times with each volunteer. So they're wondering if we can develop sort of a school general training program so they can get away from taking class time to orient these volunteers....

In this school parents would be trained to orient all incoming volunteers. Teachers, of course, would still be expected to take part in some orientation of volunteers specifically assigned to them.

Communication among Participants

Greater communication among participants in the volunteer program was identified by eight of 24 respondents as an area needing improvement. Principals, teachers, and community school coordinators indicated that greater communication among all groups was necessary, whereas volunteers identified only communication between teachers and themselves as being a possible area of improvement.

One of the principals interviewed indicated that communication is always a problem in any school. The problems of communication in a volunteer program involve informing teachers about what resources are available and what volunteers are available as well as finding out from teachers what their needs are and from volunteers what their skills are. One of the teachers interviewed made much the same point by saying that,

> I think it's a matter of communication, that person <i.e. the community school coordinator> talking to teachers and finding what they want and making suggestions.... So it's a communication aspect that needs to be improved a lot.

Some teachers also indicated that volunteers should have a higher profile in the school so that teachers could get to know them better. As well, one teacher indicated that it was also necessary to get to know individual volunteers before beginning to work with them:

> I'd like to have a good deal of time to chat with that person and see what sorts of things they like doing and what sorts of things they perhaps wouldn't be interested in doing, like say... if they're an artsy kind of person who would be able to make games and so on.... I know the sheet that comes out on the volunteers sometimes doesn't necessarily - it lists hobbies and things like that - but things may sometimes come out that aren't listed.

The feeling that greater communication between teachers and volunteers was necessary was reiterated by volunteers, but they also felt that greater feedback from teachers regarding their activities was desirable. One volunteer states this very clearly by saying,

> ... I think that what a lot of volunteers would like to see is feedback, because they learn from that and that's - volunteers aren't just to give their services but more than that. They want to learn....

Recruitment of Volunteers

Although eight of 24 respondents indicated that recruitment of volunteers was an area that could be improved, it was primarily volunteers who regarded improvement as being necessary in this area. Neither principals nor community school coordinators identified this as an area needing improvement. All respondents who felt that recruitment of volunteers could be improved indicated that their main concern was to attract more volunteers to the school. Some volunteers also felt that in recruiting volunteers the school should reach more widely into the community so that not only parents but senior citizens and others would be recruited as well.

Pre-planning for Volunteer Involvement

Of 24 respondents, seven identified pre-planning for volunteer involvement as an area where improvement was possible. All respondents mentioning this as an area of concern were either teachers or volunteers.

Respondents who identified this as being an area of possible improvement indicated that gaining the goodwill of teachers was one of the most important aspects of pre-planning. A comment made by one of the teachers interviewed illustrates the point.

> The first one, pre-planning for volunteer involvement - I think that's so important. If you don't want teachers to think something is being forced down their throats, they have to be involved right from the start.

Another teacher interviewed also indicated that establishing the groundwork for good interaction among participants was important but was most lacking because of time constraints.

One volunteer indicated that pre-planning was important in that it would facilitate a smooth transition into the school for the volunteer.

> Pre-planning for volunteer involvement - I find that that's important. I think that more work should be done there and - so the volunteer doesn't just come in here and right now you go to work type of thing.

Selection/Screening of Volunteers

Selection and screening of volunteers was perceived by six of 24 respondents as being an area of possible improvement. However, five of the six respondents came from one school where there had been a serious problem with one of the volunteers who had been working in the school. As a result of this problem, personnel of this school felt that screening procedures should be improved to prevent a reoccurrence of such an incident. The principal of the school summarized the problem with selection and screening of volunteers in the following manner:

> That's a touchy one though because we're asking people to come in on their own time and they're not paid... I think it's a very good point that if you're going to make them jump too many hurdles they're not going to want to be a volunteer either. You know, they're giving of their time freely so we're going to have to be a little careful in this regard.

Tasks Performed by Volunteers

Tasks performed by volunteers was identified by five of 24 respondents as an area of possible improvement. The principal, community school coordinators, and teacher who talked about volunteer tasks with respect to improvement all indicated that volunteers should be given a variety of tasks and should not be expected to do tasks that they don't want to do. The comments of a principal interviewed underline the point:

> There's nothing worse than a volunteer sitting in a classroom and having some sort of meaningless task just so they have to be there. They start to get turned off and tuned out. I'm not saying that happens all over the place, but it does happen and it happens in schools where there are no volunteers and there is an effort to

> improve the climate of the school. Quite often, many administrators accept the fact that having the parents in the school will have something to do with their climate within the neighborhood; however, it tends to backlash on them because they do come in and ... the volunteers are put into meaningless kinds of tasks. They really don't know why they're there....

Volunteers were generally satisfied with the kind of tasks they were asked to perform within the selected schools. However, one volunteer did make the comment that volunteers should be allowed to choose the areas they would like to work in.

> I didn't have a choice. They needed somebody here and I came and I did this.... This is fine for me. They needed somebody and I came and I enjoy it. But let's say there were two or three different volunteer jobs, I would want to have a choice at what I would want to do... I think it would be nice to have a choice....

Teacher Involvement/Leadership of Volunteer Program

Of 24 respondents, five indicated that improvement in volunteer programs could occur if there were greater involvement on the part of teachers and if teachers themselves provided the leadership for volunteer programs in schools. This seemed to be primarily a concern of principals and community school coordinators. No volunteers and only one teacher interviewed identified this as an area of possible improvement.

One principal indicated that people such as the curriculum coordinator and community school coordinator had been initially identified as those people providing leadership for the volunteer program in the school. However, he went on to say that,

> ...<I>f it's going to work now, if it's really going to work, the next step is just imperative and that is they have to take over. They have to take over the responsibility for getting those volunteers trained and actively working either within their classroom or outside.

As indicated, it was felt that firstly teachers had to become more involved in the volunteer program and that secondly teachers would eventually have to assume responsibility for the volunteer program.

Volunteer Leadership of Volunteer Program

The idea of volunteers providing leadership for school volunteer programs is somewhat related to the idea of teachers providing leadership in this area. In both cases, people who are most closely involved with the program would provide the leadership. Of 24 respondents, four indicated this to be an area of possible improvement. Once again, this seemed to be primarily a concern of principals and community school coordinators. Neither teachers nor volunteers indicated a need for improvement in this area.

Respondents indicated that volunteer leadership could be provided in training and orientation of volunteers and other areas. One of the principals interviewed expressed his views on the idea in the following manner:

> ... I think if anything is going to work very effectively as another direction to take at the school... it's very, very important that you decentralize the tasks and that anybody who has a part or is expected to play a part in a school be given the opportunity to stick their neck out and develop some stake in that part, and that works not only for the staff but for the volunteers....It's only when you can shift that leadership back to the people who are actually responsible for carrying it through then it really is working.... The leadership people, they set up the organization and they set up the structure. They do the groundwork, but then the true leadership people shift and they shift it back to the people who are responsible - and it's those people who are going to be most affected by the decision that should be making the decision.

Thus, some respondents felt that teachers and volunteers should be providing some leadership in volunteer programs.

Reliability of Volunteers

Reliability of volunteers was identified by four of 24 respondents as an area requiring improvement. Respondents were either teachers or volunteers and all came from the same school. The problem identified by all four respondents was one of absenteeism of volunteers as a result of a perceived lack of commitment to the volunteer program. The comments of one teacher seem to summarize the feelings of all four respondents:

> I think that some people volunteer when they're not really committed and then they're not reliable. You're expecting them to come work with some children. You've got everything set up and nobody turns up, and I find that difficult. I think that's the worst .... It's hard to tell how committed people are going to be to their jobs. It's one of those things. If you're a volunteer you don't have to show up, so sometimes they don't.

This criticism was not directed at all volunteers, rather the four respondents mentioning reliability of volunteers criticized only those few volunteers who obligated themselves and then did not fulfill their obligations.

Defining Volunteer Roles

Of 24 respondents, four noted that volunteer roles should be more clearly defined. These respondents felt that this would improve volunteer programs because the function or role of volunteers in the school would be clearly understood by everyone.

The comments of one teacher interviewed are indicative of the viewpoints of all respondents who felt that volunteer roles should be more clearly defined. He says,

> The problem ... is defining the role. What is their purpose in school, I think. What is the teacher going to be doing? The whole aspect. What's their role? Are they going to be a helper? Are they going to be an advisor on certain subjects in expertise they have? It's defining that role between teacher and the person coming in.

Both the teacher and the volunteers indicating volunteer roles should be more clearly defined noted that this might allow for more relaxed interaction between teachers and volunteers since each would be aware of what their responsibilities and limitations were.

Recognition of Volunteers

The majority of people interviewed felt that volunteers were sufficiently recognized for the services they performed in schools. Only three of 24 respondents indicated that volunteer recognition could be improved. The two volunteers noting this simply stated that recognition of volunteers should be considered important because it was one way to attract more volunteers into the schools. One teacher felt that volunteers should be given greater rewards.

> Recognition of volunteers could be improved too. I know we give them a gift at the end of the year but compared to the number of man-hours they put in, it is totally token.

Most volunteers seemed to get a great deal of satisfaction from working in the school. Some mentioned that they liked working with students or felt that they were learning about and aiding their own children. Others felt that they were gaining skills through volunteer work. One volunteer, when comparing his school involvement with other volunteer work he had done, made the following statement:

> When all is said and done there wasn't half the satisfaction - like for instance, the mayor came along and said, "Gee you did a good job. I certainly appreciate it" - that isn't half as satisfying as for a kid to come along and say, "Gee, thanks for giving me a hand, I got good marks...".

Evaluation of Volunteer Programs

Only one of 24 people interviewed indicated that evaluation of volunteer programs could be improved. The principal who felt that evaluation could be improved noted that many programs have either too many objectives or no objectives at all. If a school attempts to work at too many things at the same time, monitoring becomes difficult. If there are no objectives, or disagreement about objectives, evaluation becomes impossible. One of the comments made about evaluation was that,

> One of the biggest problems that many programs have is that they're not sure whether they want to go to A, B, or C and then they come up with some of the most fantastic forms of evaluation that you've ever seen and they're completely and totally meaningless. You know, you do it and then you store it somewhere. You put it on file.

Summary

This chapter has dealt with the perceptions of principals, community school coordinators, teachers, and volunteers regarding what aspects of volunteer programs could or should be improved. The principal, community school coordinator, three teachers, and three volunteers were interviewed in each of three selected designated community schools. An interview schedule was prepared and respondents were asked to identify items from a ten point list of aspects of volunteer programs that they felt needed improvement. Respondents were also encouraged to mention other areas of volunteer programs where improvement was needed or possible. As a result, six additional items were identified and appear in Table 23 as items 11 through 16.

Although the aspects of volunteer programs are interrelated, they were dealt with separately in the analysis for purposes of clarity. The training and orientation of teachers was identified by the greatest number of respondents as an area of possible improvement. Other items discussed in order of how frequently they were identified by respondents as needing improvement were teacher awareness/attitude/acceptance, training and orientation of volunteers, communication among participants, recruitment of volunteers, pre-planning for volunteer involvement, selection and screening of volunteers, teacher involvement/leadership of volunteer programs, volunteer leadership of volunteer programs, reliability of volunteers, defining volunteer roles, recognition of volunteers, and evaluation of volunteer programs. The placement of volunteers and routine procedures for smooth operation were not mentioned by any respondents in terms of needing improvement.

Although the majority of items had some response from all groups, some were mentioned only by specific groups. Pre-planning for volunteer involvement, recruitment of volunteers, recognition of volunteers, and reliability of volunteers were mentioned as possible areas of improvement only by teachers and volunteers. Volunteer leadership of volunteer programs was identified only by principals and community school coordinators, and evaluation of volunteer programs only by one principal.

Although this chapter focused on the negative aspects of volunteer programs, that is respondents were asked to identify areas that needed improvement, many of the people interviewed indicated their belief in the positive aspects of volunteer involvement and volunteer programs. Even the most ardent supporter of volunteer programs, however, noted that improvement was always possible.

CHAPTER SEVEN

Summary, Conclusions, Implications, and Suggestions for Further Research

This chapter provides a brief summary of the preceding chapters as well as a statement of conclusions drawn from the results. In addition, the implications of the results are discussed. Finally, some suggestions for further research regarding volunteer involvement in schools are provided.

Summary

Volunteers have been active in schools for some time; however, their involvement in schools seems to be growing both in terms of numbers of volunteers and variety of function. Community schools, in particular, seem to be encouraging volunteer participation as a result of their orientation and philosophy. The purpose of this study was to examine the current state of volunteer involvement in designated community schools in Alberta. More specifically, this study sought to examine the structure of volunteer programs with respect to pre-planning, recruitment and screening, training and orientation of both volunteers and teachers, and placement of volunteers. The personnel responsible for various aspects of the volunteer program were to be identified as well. In addition, perceptions of principals, teachers, and volunteers were sought regarding frequency and appropriateness of selected tasks performed by volunteers, relative importance of selected goals of volunteer programs, and satisfaction with various aspects of volunteer programs. Finally, in order that the study not merely describe what exists, perceptions of principals, community school coordinators, teachers, and volunteers were solicited regarding how volunteer programs might be improved.

A review of the literature and research regarding volunteers in education was undertaken. The specific topics of recruitment and selection, training and supervision, duties performed, program maintenance, advantages and disadvantages, and evaluation were identified and discussed. The fact that more information regarding volunteers in education was available from the American than the Canadian perspective was noted.

It was evident from the literature that many people believe that various benefits accrue to schools that have volunteer participation. It was also evident that careful planning was requisite for a successful volunteer program. The literature points out that school personnel must accept the idea of volunteer involvement and the purpose of the program should be evident to all involved. As well, comprehensive procedures should be established and maintained with respect to recruitment, screening, orientation, and placement of volunteers.

The data were collected using a combination of questionnaire and interview methods. Questionnaires were mailed to all principals of designated community schools in Alberta except five who declined to take part. Community schools were chosen for the study because it was felt that they would provide the best insight into volunteer involvement in schools as a result of their orientation. Designated community schools were identified from a mailing list provided by the Interdepartmental Community School Committee in January of 1983.

In addition, three designated community schools were selected, on the basis of having active volunteer programs, for more intensive study. These schools were an urban Elementary school, an urban

Elementary/Junior high school, and an urban Junior/Senior high school. In addition to the principal, teachers and volunteers at the three selected schools were asked to complete questionnaires.

Teachers and volunteers were asked only to complete those sections of the questionnaire dealing with tasks performed by volunteers, goals of volunteer programs, and satisfaction with volunteer programs. Principals, on the other hand, were asked to complete all sections of the questionnaire. This was done because the literature identifies the building administrator as being ultimately responsible for volunteer programs. Thus, it was felt that the principal would have the most intimate knowledge of program structure.

An interview schedule was used as a data collection device for the final part of the study. The principal, community school coordinator, three teachers, and three volunteers from each of the three selected schools were interviewed to discover their perceptions of what aspects of volunteer programs could be improved.

Data were analyzed using the SPSS computer program at the University of Alberta and are presented primarily through frequency distributions. Parametric procedures were used with some of the data. The F - test and Scheffe procedure were used to discover if any significant differences existed among principals, teachers, and volunteers regarding perceptions of frequency and appropriateness of tasks performed by volunteers, relative importance of volunteer programs, and satisfaction with various aspects of volunteer programs.

The data were arranged into three groupings, these being: 1) the organization of volunteer programs, 2) tasks of volunteers, goals of volunteer programs, and satisfaction with volunteer programs, and 3) perceived areas of possible improvement in volunteer programs. A summary of the results follows.

Organization of Volunteer Programs

Data analyses relative to type of school, length of designated status, length of existing volunteer programs, initial planning, recruitment, screening, training and orientation of teachers and volunteers, placement, coordination, and numbers of volunteers revealed that:

1. The majority of designated community schools in Alberta were either Elementary or Elementary/Junior high schools.

2. The largest number of respondents (34.8 percent) indicated that their schools had held designated status for two years as of June, 1983.

3. It is noteworthy that 46.7 percent of designated community schools surveyed indicated that their school had had an existing volunteer program for five years or more whereas only 10.9 percent indicated they had held designated status for five years or more. Surprisingly, 20 percent of schools surveyed had no existing volunteer program.

4. Only 5.4 percent of designated community schools with volunteer programs indicated that no pre-planning had been done. The item identified most frequently as part of initial planning by schools was the discussion of the potential of the volunteer program among staff (75.6 percent). Over half of the respondents indicated that the major needs of the school had been identified and a list of initial tasks for volunteers had been prepared. Less than half of the respondents noted that a decision had been made to proceed with the plan, objectives had been agreed upon, alternative solutions had been discussed, staff readiness had been analyzed, volunteer selection criteria had been developed, or that guidelines for long-range evaluation had been developed. The person primarily responsible

for initial planning of volunteer involvement was the principal, according to 41.2 percent of respondents.

5. In planning for recruitment of volunteers, respondents indicated that identifying possible sources of volunteers (86.4 percent) and maintaining a file of potential volunteers (81 percent) were steps most often taken. It is noteworthy that the development of a recruitment plan (24.3 percent) and a decision on recruitment policies (21.6 percent) were steps least often taken. The method of recruitment favored by the largest number of respondents (89.1 percent) was individual or personal recruitment. The community school coordinator was identified by 41.7 percent of respondents as being primarily responsible for recruitment.

6. Of schools which had volunteer programs, only 35.1 percent indicated that volunteers had been screened. The most desirable skills according to 92.3 percent of respondents who had screened volunteers were personal qualities and knowledge of specific skills. Only 7.6 percent of respondents indicated that academic skills were considered important in screening. The majority of respondents (53.8 percent) who indicated that volunteers had been screened noted that the community school coordinator was primarily responsible.

7. Two-thirds (66.6 percent) of respondents with active volunteer programs noted that some kind of training and orientation sessions were held for volunteers. The majority (58.3 percent) also noted that the duration of these sessions was one half day or less. Items mentioned as most frequently being part of volunteer orientation sessions were policies and procedures of the school (87.5 percent), definition of volunteers' role in relation to professional staff (87.5 percent), definition of volunteer tasks (83.3 percent), and objectives and aims of the program (79.1 percent). The

community school coordinator was identified by the greatest number (45.8 percent) of respondents as being primarily responsible for training and orientation of volunteers.

8. Only 29.7 percent of schools with volunteer programs indicated that training and orientation sessions were held for teachers who work with volunteers. Of these respondents, 90.9 percent indicated that discussion of procedures for dealing with major difficulties, discussion of assistance available to staff members, discussion of goals and structure of the volunteer program, and definition of program activities which can be carried out by volunteers were part of teacher orientation.

9. Designated community schools with volunteer programs indicated that teacher request was most often considered in placement of volunteers (94.5 percent) and volunteer request was least often considered (72.9 percent). The community school coordinator was identified by 40.5 percent of respondents as being primarily responsible for volunteer placement.

10. The community school coordinator was identified by 65.2 percent of respondents as being primarily responsible for coordination of volunteer activities.

11. Respondents estimated that the mean number of volunteers working in designated community schools in Alberta was 39 (rounded) per school.

Tasks of Volunteers, Goals of Volunteer Programs, and Satisfaction with Volunteer Programs

An analysis of frequency and appropriateness of tasks performed by volunteers, goals of volunteer programs, and satisfaction with volunteer programs by respondent groups (i.e., principals, teachers, and volunteers) revealed that:

1. Principals indicated general non-instructional types of tasks as being performed most frequently by volunteers and tasks involving audio-visual assistance as being performed least frequently. Teachers noted that instructional tasks were performed most frequently and classroom maintenance and administration tasks were performed least frequently. Volunteers felt that they performed instructional tasks most frequently and tasks involving audio-visual assistance least frequently. Significant differences ($P < .05$) were found among respondent groups with respect to classroom maintenance and administration tasks, general non-instructional tasks, and instructional tasks. In all three instances, analysis indicated that teachers perceived these tasks as being performed by volunteers less frequently than either principals or volunteers did.

2. Principals indentified general non-instructional tasks as being most appropriate for volunteers and tasks involving audio-visual assistance as being least appropriate. Teachers indicated that clerical tasks were most appropriate and classroom maintenance and administration tasks were least appropriate. Volunteers felt that instructional tasks were most appropriate and clerical tasks least appropriate. Significant differences were found to exist only in the category where respondents were asked to describe other tasks performed by volunteers. This result was discounted because of the lack of a constant.

3. Principals and teachers indicated the most important goal of a volunteer program as being enrichment of children's school experiences through unique resources contributed by volunteers. Principals saw the least important goal as being relieving teachers of many non-teaching tasks and duties. Teachers saw the least important goal as being the promotion of understanding school problems among citizens thereby stimulating

widespread interest in the educational process. Volunteers felt that assisting teachers in providing more individualization and enrichment of instruction to their classes was the most important goal and agreed with teachers as to the least important goal. Significant differences ($P < .05$) were found to exist among respondent groups with respect to the following goals: to assist teachers in providing more individualization and enrichment of instruction to their classes, to increase children's motivation for learning, to increase children's school experiences through unique resources contributed by volunteers, and to strengthen school-community relations through positive participation.

4. Respondents seemed generally satisfied with all aspects of volunteer programs in that no group mean fell below a rating of 3.00 which was labelled as neutral on the five point scale used. Significant differences ($P < .05$) were, however, found to exist among respondent groups with respect to tasks performed by volunteers, reliability of volunteers, orientation/preparation of volunteers, orientation/preparation of staff to work with volunteers, relationship between volunteers and staff, relationship between students and volunteers, benefit of the volunteer program to volunteers, and benefit of the volunteer program to teachers. Teachers were the least satisfied group with respect to six of the eight elements listed. They were the most satisfied group with respect to their own orientation and preparation. Principals, on the other hand, were the most satisfied group with respect to five of the elements listed. They were least satisfied with orientation of volunteers and orientation of teachers. Volunteers were the most satisfied group with respect to their own orientation and benefit of the program to themselves.

Areas of Possible Improvement in Volunteer Programs

When transcripts made from taped interviews with principals, community school coordinators, teachers, and volunteers were analyzed, the following results were discovered:

1. An additional six items were added to the ten items originally presented on the interview schedule. Respondents indicated that the following were also in need of improvement: teacher involvement/leadership of volunteer programs, volunteer leadership of volunteer programs, communication among participants, teacher awareness/attitude/acceptance, reliability of volunteers, and defining volunteer roles.

2. The training and orientation of teachers was identified by the greatest number of respondents as an area of posssible improvement. The following remaining items are listed in descending order of mention as areas needing improvement: teacher awareness/attitude/acceptance, training and orientation of volunteers, communication among participants, recruitment of volunteers, pre-planning for volunteer involvement, selection and screening of volunteers, tasks performed by volunteers, teacher involvement/leadership of volunteer programs, volunteer leadership of volunteer programs, reliability of volunteers, defining volunteer roles, recognition of volunteers, and evaluation of volunteer programs. The placement of volunteers and routine procedures for smooth operation were not mentioned by any respondents as needing improvement.

3. Pre-planning for volunteer involvement, recruitment of volunteers, recognition of volunteers, and reliability of volunteers were mentioned as possible areas of improvement by teachers and volunteers only. Volunteer leadership of volunteer programs was identified only by principals and

community school coordinators, and evaluation of volunteer programs only by one principal.

Conclusions

The conclusions to follow are based on trends that are implicit in the research data. Because the conclusions are based on trends, they should not be regarded as irrefutable fact. Since the study surveyed principals of designated community schools only and only surveyed teachers and volunteers in three community schools, generalizations should be made with caution.

1. There are fewer secondary schools than Elementary or Elementary/Junior high schools which are designated community schools in Alberta. As well, many designated community schools have had active volunteer programs before they were granted designated status. However, when one considers the stated philosophy of the community school, it is surprising that 20 percent of designated schools do not have volunteer programs.

2. The organization of volunteer programs in designated community schools in Alberta is somewhat haphazard when compared to what the literature has to say. Hedges (1975:12-13) says that planning is important and teacher readiness must be regarded as a priority item. Recruitment should be carried out in a systematic fashion (Johnson et al., 1977:19) and it is the administrator's responsibility to develop selection criteria to screen out volunteers who are not appropriate (Shank and McElroy, 1970:2; Moyer, 1982:285). Training and orientation of teachers and volunteers is time-consuming but essential (Moyer, 1982:286-287). Placement of volunteers must consider many things including the abilities and needs of the volunteer.

In contrast, although most designated community schools which have volunteer programs did some pre-planning, this appears to have been minimal. For example, only 54 percent identified major school needs and only 27 percent looked for alternative solutions. Slightly more than one third of respondents (35.1 percent) were in agreement on program objectives before program initiation. Only 24.3 percent of schools did an analysis of staff readiness. Only 13.5 percent of schools developed guidelines for long-range evaluation. In terms of recruitment, only 24.6 percent of schools developed a recruitment plan and only 35.1 percent screened volunteers. Two-thirds of schools with volunteer programs had some kind of volunteer orientation but in the majority of cases it was only one half day or less in duration. Only 29.7 percent of schools with volunteers have teacher orientation. Teacher request and school needs were considered more often than volunteer skills and/or request in placement.

3. The community school coordinator is most responsible for the volunteer program in community schools. The principal was identified only as being primarily responsible for initial planning. This is in contrast to a general operational model developed by Hedges (1973:Appendix Item #1) who indicates a much greater involvement of staff, administration, and volunteers.

4. Hedges (1970:4) reports an average of 8.2 volunteers per school in schools involved in his study. This contrasts with the mean number of 38.6 reported in this study and indicates either that volunteer involvement in schools is growing or that community schools involve greater numbers of volunteers.

5. There is considerable disagreement among principals, teachers, and volunteers regarding how frequently selected tasks are performed by volunteers in designated community schools. Interestingly enough, both volunteers and teachers indicated that instructional tasks are performed most frequently. However, teachers generally indicated these tasks as being performed less frequently than the other two groups.

6. There was general agreement among respondent groups regarding the appropriateness of volunteer tasks. However, it is noteworthy that clerical tasks are considered most appropriate for volunteers by teachers and least appropriate by volunteers.

7. The literature indicates that consensus about goals and objectives is essential not only for proper evaluation but also for the smooth operation of a volunteer program (Rosener, 1978:458; Johnson et al., 1977:21). This study found considerable disagreement among respondent groups regarding the importance of selected goals of volunteer programs. The disagreement that exists among respondent groups may indicate that the purpose of volunteer involvement in schools is as yet unclear.

8. Although satisfaction with regard to volunteer programs is generally high among respondent groups, significant differences among groups do exist in terms of satisfaction levels with respect to some aspects of volunteer programs. Principals are generally more satisfied than teachers, with volunteers generally taking a position between these two groups. The differences among groups are noteworthy in that Hedges (1975:4) indicates that the potential advantages and disadvantages of volunteer involvement in schools must take into account the three groups mentioned here as well as students.

9. Although the majority of items inherent in a volunteer program were identified by respondents as needing improvement, a certain trend does exist. Teacher awareness and acceptance as well as training and orientation of both teachers and volunteers seem in need of most improvement according to respondents. This is in keeping with the literature which identifies teacher commitment to the program and training and orientation of personnel as being extremely important. It is noteworthy that evaluation was mentioned by only one person as needing improvement whereas the data and the literature seem to suggest that proper evaluation has not been generally practiced and may not be possible at present in any case.

Implications

The results of this study, in concert with the literature, have certain implications for volunteer participation in community schools. Because of the small amount of research that has been done with respect to volunteer involvement in schools in general and in community schools in particular, these implications are presented with considerable caution.

1. The underrepresentation of secondary schools among designated community schools may suggest an unwillingness on the part of secondary schools to take part in greater interaction with the community. The large size of many secondary schools and the fact that secondary students tend to come from a wider geographic area or a number of communities may also explain this phenomenon.

2. The fact that a number of schools surveyed had existing volunteer programs before they received designated status may indicate a growing acceptance of the value of volunteers on the part of schools other than community schools. The granting of designated status and the monies

that go with it may simply be encouraging those schools which already have a predisposition to the community school philosophy.

3. It is somewhat surprising that 20 percent of designated community schools indicated that they had no existing volunteer program. However, the involvement of volunteers is only one of ten characteristics of a community school as perceived by the Interdepartmental Community School Committee. It may be that some community schools are concentrating on developing other characteristics of a community school or are still in the initial planning phase with regard to volunteer involvement.

4. Certain implications also arise out of the seemingly haphazard approach to organization of volunteer programs evident in designated community schools in Alberta at present. The building administrator, whom the literature identifies as being ultimately responsible for the organization of volunteer programs, may either lack the knowledge necessary in setting up volunteer programs or may lack commitment to volunteer involvement in schools. The results indicate that teachers feel that they need to know more about volunteers and what they can do and it is possible that principals and others involved in program organization also lack detailed knowledge of volunteers and volunteer programs. On the other hand, haphazard organization may indicate a lack of commitment to the idea of volunteers in schools and an unwillingness to commit too many resources to the program. Principals may accept the idea that volunteer involvement is beneficial in some way but may not be convinced enough to become involved in detailed planning and organization. Thus, involvement of volunteers becomes an experiment which doesn't use up too many resources and can be abandoned if it doesn't work out.

5. The leadership role that the community school coordinator plays with respect to volunteer programs contrasts with the literature which identifies the principal and staff as playing primary leadership roles with respect to volunteers. This leadership role, which seems to have been created in the community school, may have interesting implications in terms of the leadership role that the principal has in a community school as opposed to other schools.

6. The disagreement among respondent groups regarding frequency of tasks performed by volunteers indicates differing perceptions among respondents regarding what volunteers do in community schools. The fact that teachers generally indicated tasks as being performed less frequently than did the other two groups may indicate unwillingness on the part of teachers to admit to greater volunteer involvement in schools.

7. Although there was greater agreement among groups in terms of appropriateness of volunteer tasks, volunteers regarded instructional tasks as being most appropriate while teachers considered clerical tasks as most appropriate. This incongruence may indicate differing perceptions, between these two groups at least, regarding what volunteers should do in community schools. Volunteers seem to want to become more involved in instructional types of tasks while teachers seem to be resisting this. The implication may be that teachers would prefer volunteers to do the tasks they may not wish to do. Hedges (1975:14) indicates that a problem exists in this area and that it may affect the long term success of the program.

8. The implication that the purpose of volunteer involvement in community schools is unclear arises out of the considerable disagreement among respondent groups with respect to relative importance of goals. As well, this disagreement implies that evaluation of volunteer programs at

this point is at best difficult. Finally, differences in importance of goals of volunteer programs may indicate that the motivations of each group with respect to involvement in volunteer programs may be quite different.

9. Although satisfaction levels regarding volunteer programs are generally high among respondent groups, differences among groups do exist. Teachers generally seem less satisfied than other groups with respect to volunteer programs. Implied is that up to this point, teacher expectations have been least satisfied whereas expectations of principals have been most satisfied. Teacher expectations may not have been taken into proper account to this point. That teacher satisfaction is necessary for the success and survival of volunteer programs is implicit.

10. The implication that teacher expectations of volunteer programs have not been fully met is reinforced by the fact that the greatest perceived improvement in volunteer programs lies in the areas of training and orientation of teachers and volunteers, and teacher awareness and acceptance. It appears that teacher commitment to the volunteer program has not yet been secured. It may be that up to this point volunteer involvement in community schools has come about largely because of the principal and that teachers are not yet convinced of the value of volunteers to themselves.

Suggestions for Further Research

The relatively small amount of research that has been done regarding volunteer involvement in schools, particularly in Canada, suggests that this may be a fruitful area for further research. The involvement of volunteers in schools seems to be a growing phenomenon and more information regarding volunteers in education could be useful both to practitioners and theoreticians. Specific areas of possible future research follow.

1. This study has focused on volunteer involvement in community schools only. A broader study involving other schools could refute or substantiate the findings of this study. The questions of who provides leadership for volunteer programs and how programs are structured may be answered differently in different types of schools. It may also be interesting to see whether community schools regard volunteer involvement differently from other schools.

2. Several questions regarding the effect of volunteer involvement in schools still need to be empirically proven. Does volunteer assistance improve the quality of teacher interaction with students? Is student achievement, motivation, or satisfaction affected by volunteer involvement? Are school-community relations affected by volunteer involvement? The refinement of research instrumentation may aid in answering these questions.

3. The motivations of principals, teachers, and volunteers regarding volunteer participation in schools are not yet fully understood. A study of these motivations may prove useful in understanding just what each group hopes to gain through volunteer participation. This understanding may prove useful in terms of reducing teacher anxiety and creating incentives for volunteers.

4. One of the findings of this study was that teacher awareness and acceptance of volunteers could possibly be improved through training and orientation. It may be useful to discover whether greater knowledge about volunteers and volunteer programs is a factor in reducing the perceived teacher anxiety about volunteer involvement.

5. The community school coordinator seems to play a major role in community schools with respect to volunteer programs. A greater understanding of the role of the community school coordinator generally might be interesting. What kind of people occupy this position? In what ways does the community school coordinator complement the school administration? What other leadership roles are embodied in this position? What services does the community school coordinator provide for teachers?

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APPENDIX A

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

The purpose of this questionnaire is to elicit the views of principals, teachers and volunteers regarding the manner in which volunteer programs are structured and how satisfied people are with respect to volunteer involvement in schools.

All responses to items on the questionnaire will be regarded as being confidential and this confidentiality will be maintained in the reporting of the results.

I realize that community schools in particular have been bombarded recently with questionnaires and other enquiries; therefore the questionnaire is designed for ease of answering and hopefully will take a minimum amount of time for you to answer.

To ensure that the descriptions of volunteer programs and the views of all groups involved in this study are as accurate as possible, it is requested that you respond to all items except where otherwise indicated.

Thank you for your cooperation.

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OFFICE USE ONLY - DO NOT WRITE IN THIS SPACE

_ _ _ 1
1 2 3 Card

DIRECTIONS: Please CIRCLE the number to the right of the most appropriate response or place a CHECK MARK beside appropriate responses where indicated. It may not be necessary for you to respond to all questions. This will be indicated by a direction to skip ahead to another question.

1. Your current position in this school:

Principal..1
Teacher (Skip to Question #23)...............2
Volunteer (Skip to Question #23).............3

cc 5___

2. Type of School:

Elementary (1-6)..............................1
Junior High (7-9).............................2
Senior High (10-12)...........................3
Elementary/Junior High (1-9)..................4
Junior/Senior High (7-12).....................5
Other (Please specify)........................6

cc 6___

3. Who coordinates volunteer activities in this school?

Principal.....................................1
Vice-Principal................................2
Teachers......................................3
Community School Coordinator..................4
Volunteer.....................................5
Other (Please specify)........................6

cc 7___

4. Length of time your school has been a designated community school as of June 30, 1983:

Less than one year............................1
One year......................................2
Two years.....................................3
Three years...................................4
Four years....................................5
Five years or more............................6

cc 8___

5. Length of time your school has had a volunteer program:

No existing volunteer program (See note below)....0
One year......................................1
Two years.....................................2
Three years...................................3
Four years....................................4
Five years or more............................5

ca 9___

Note: If your school has no volunteer program, you are finished the Questionnaire. Thank you for your cooperation!

Do not
write in
this space

6. Which of the following (if any) were done before the volunteer program started? Place a check mark beside all items that apply:

•Analysis of staff readiness..................______	cc 10___
•Discussion of potential of volunteer program among staff..............................______	cc 11___
•Identification of major needs of the school..______	cc 12___
•Identification of alternative solutions to major needs of the school including volunteer assistance.......................______	cc 13___
•Decision to proceed with plan and identification of participating staff members...............................______	cc 14___
•Agreement on objectives of program...........______	cc 15___
•Identification of guidelines for long-range evaluation of program.....................______	cc 16___
•Development of volunteer selection criteria..______	cc 17___
•Preparation of list of initial tasks for volunteers..............................______	cc 18___
•None (Skip to Question #8)..................______	cc 19___
•Other (please specify).......................______	cc 20___

____

7. Who was primarily responsible for initial planning and introduction of the volunteer program?

Principal.....................................1
Vice-Principal................................2
Teachers......................................3
Principal and teachers........................4
Community School Coordinator..................5
Other (Please specify)........................6 cc 21___

____

8. Which of the following steps (if any) were taken prior to recruiting volunteers? Check all items that apply:

•Identifying possible sources of volunteers...______	cc 22___
•General information meeting with parents or other potential volunteers..............______	cc 23___
•Maintaining a file of potential volunteers...______	cc 24___
•Maintaining a current inventory of the need for volunteers.........................______	cc 25___
•Decision on recruitment policies.............______	cc 26___
•Development of a recruitment plan............______	cc 27___
•None (Skip to Question #11)..................______	cc 28___
•Other (Please specify).......................______	cc 29___

____

Do not write
in this
space

9. How were volunteers recruited? Check all items that apply:

- Individual or personal recruitment........... ______ cc 30___
- Public recruitment using letters, etc........ ______ cc 31___
- Delegated recruitment (churches and other agencies making appeals)................... ______ cc 32___
- Other (Please specify)...................... ______ cc 33___

____

10. Who was primarily responsible for the recruitment of volunteers?

Principal..................................1
Vice-Principal.............................2
Teachers...................................3
Principal and Teachers.....................4
Community School Coordinator...............5
Other (Please specify).....................6 cc 34___

____

11. Were potential volunteers screened through interviews or other methods?

Yes..1
No (Skip to Question #14)...................2 cc 35___

12. Who was primarily responsible for screening volunteers?

Principal..................................1
Vice-Principal.............................2
Teachers...................................3
Principal and Teachers.....................4
Community School Coordinator...............5
Other (Please specify).....................6 cc 36___

____

13. What qualities were looked for in volunteers during the screening process? Check all items that apply:

- Personal (warmth, ability to work well with others, etc.)............................ ______ cc 37___
- Commitment to volunteer work................ ______ cc 38___
- Academic.................................... ______ cc 39___
- Past experience............................. ______ cc 40___
- Knowledge of specific skills................ ______ cc 41___
- Other (Please specify)...................... ______ cc 42___

____

14. Are any training/orientation sessions held for volunteers in your school?

Yes..1
No (Skip to Question #18)...................2 cc 43___

Do not write
in this
space

15. Of what duration were the volunteer training sessions?

One half day or less..........................1
One day.......................................2
Two days or more..............................3
Ongoing.......................................4
Other (Please specify)........................5 cc 44___

____

16. Who is primarily responsible for orientation of volunteers in your school?

Principal.....................................1
Vice-Principal................................2
Teachers......................................3
Principal and teachers........................4
Community School Coordinator..................5
Other (Please specify)........................6 cc 45___

____

17. Which of the following are included in volunteer orientation sessions? Check all items that apply:

- Objectives and aims of the program...........______ cc 46___
- Policies and procedures of the school........______ cc 47___
- Summary of development and operation of the school including its problems and needs....______ cc 48___
- General characteristics of the group or individuals that the volunteer will be assisting..................................______ cc 49___
- Definition of volunteers' role in relation to the professional staff..................______ cc 50___
- Definition of staff members' role in relation to the volunteer..................______ cc 51___
- Definition of tasks volunteers will perform..______ cc 52___
- Other (Please specify)........................______ cc 53___

____

18. Are any training/orientation sessions held for staff who will be working with volunteers?

Yes...1
No (Skip to Question #20).....................2 cc 54___

Do not write in this space

19. Which of the following are included in teacher orientation sessions? Check all items that apply:

- Definition of program activities which can be carried out by volunteers under professional supervision.................. ______ cc 55___
- Discussion of goals and structure of volunteer program......................... ______ cc 56___
- Discussion of techniques for fostering interpersonal relationships with volunteers................................ ______ cc 57___
- Discussion of assistance available to staff members working with volunteers........... ______ cc 58___
- Discussion of evaluation criteria for volunteer program......................... ______ cc 59___
- Discussion of procedures for dealing with major difficulties......................... ______ cc 60___
- Other (Please specify)..................... ______ cc 61___

____

20. Which of the following are considered in the placement of volunteers? Check all items that apply:

- Teacher request............................ ______ cc 62___
- General school needs...................... ______ cc 63___
- Volunteer skills........................... ______ cc 64___
- Volunteer request.......................... ______ cc 65___
- Other (Please specify)..................... ______ cc 66___

____

21. Who is primarily responsible for the placement of volunteers?

Principal.....................................1
Vice-Principal................................2
Teachers......................................3
Principal and teachers........................4
Community School Coordinator..................5
Other (Please specify)........................6 cc 67___

____

22. How many people currently act as volunteers in this school?................................ ______ cc 68,69,70 ___

Do not
write in
this space

_ _ _ 2
1 2 3 Card

23. Tasks Performed by Volunteers

In this question you are asked to do two things: (1) using the FREQUENCY KEY shown below indicate (to the best of your knowledge) how frequently volunteers perform the tasks listed by circling a number in the frequency column to the right of the item, and (2) using the APPROPRIATENESS KEY shown below indicate the appropriateness of the task for a volunteer by circling a number in the appropriateness column to the right of the item.

FREQUENCY KEY:	APPROPRIATENESS KEY:
5 - Very often	5 - Very appropriate
4 - Often	4 - Moderately appropriate
3 - Occasionally	3 - Neutral
2 - Almost never	2 - Moderately inappropriate
1 - Never	1 - Very inappropriate

	FREQUENCY	APPROPRIATENESS	
a) Clerical (eg. averaging and entering marks, typing and duplicating stencils, keeping inventory of materials, etc.)	5 4 3 2 1	5 4 3 2 1	cc 5___ cc 6___
b) Classroom maintenance and administration (eg. arranging bulletin boards, supervising seatwork, arranging study areas, assisting with coats, etc.)	5 4 3 2 1	5 4 3 2 1	cc 7___ cc 8___
c) General Non-Instructional (eg. collecting tests and homework, proofreading class newspaper, supervising field trips and club meetings, etc.)	5 4 3 2 1	5 4 3 2 1	cc 9___ cc 10___
d) Audio visual assistance (eg. operating projectors, maintaining AV equipment, reviewing films/filmstips, etc.)	5 4 3 2 1	5 4 3 2 1	cc 11___ cc 12___
e) Instructional (eg. preparing objective tests, checking homework, teaching a group to play an instructional game, tutoring individual students, listening to pupils read, etc.)	5 4 3 2 1	5 4 3 2 1	cc 13___ cc 14___
f) Other (Please specify) ________________ ________________	5 4 3 2 1	5 4 3 2 1	cc 15___ cc 16___

Do not
write in
this space

24. Goals of Volunteer Programs
Rank the following general goals or aims of a volunteer program in the order of their importance to you. Do not use the same number twice (1 = more important; 7 or 8 = less important):

- To assist teachers in providing more individualization and enrichment of instruction to their classes............_____ cc 17___
- To increase childrens' motivation for learning...................................._____ cc 18___
- To enrich childrens' school experiences through unique resources contributed by volunteers..............................._____ cc 19___
- To relieve teachers of many non-teaching tasks and duties........................._____ cc 20___
- To provide an opportunity for interested community members to participate effectively in a school's program.........._____ cc 21___
- To strengthen school-community relations through positive participation............._____ cc 22___
- To build an understanding of school problems among citizens thus stimulating widespread involvement in the total educational process..................................._____ cc 23___
- Other (Please specify)......................._____ cc 24___

____

____

Using the SATISFACTION KEY shown below, respond to each item by CIRCLING the appropriate number to the right of the item:

SATISFACTION KEY:
5 - Very satisfied
4 - Satisfied
3 - Neutral
2 - Dissatisfied
1 - Very dissatisfied

25. Tasks performed by volunteers..............5 4 3 2 1 cc 25___

26. Matching of volunteer interests and abilities with tasks.........................5 4 3 2 1 cc 26___

27. Variety of tasks possible for volunteers....5 4 3 2 1 cc 27___

28. Definition/clarity of volunteer tasks.......5 4 3 2 1 cc 28___

29. Volunteer selection procedures.............5 4 3 2 1 cc 29___

30. Competence of volunteers...................5 4 3 2 1 cc 30___

31. Reliability of volunteers..................5 4 3 2 1 cc 31___

32. Volunteer turnover/stability of volunteer staff.......................................5 4 3 2 1 cc 32___

Do not write
in this
space

SATISFACTION KEY:
5 - Very satisfied
4 - Satisfied
3 - Neutral
2 - Dissatisfied
1 - Very dissatisfied

33.	Clarity of goals for the volunteer program..	5 4 3 2 1	cc 33___
34.	Clarity of roles for the volunteer..........	5 4 3 2 1	cc 34___
35.	Clarity of teachers' role in relation to volunteers................................	5 4 3 2 1	cc 35___
36.	Orientation/preparation of volunteers.......	5 4 3 2 1	cc 36___
37.	Orientation/preparation of staff to work with volunteers..............................	5 4 3 2 1	cc 37___
38.	Volunteer placement procedures..............	5 4 3 2 1	cc 38___
39.	Procedures for dealing with major difficulties...............................	5 4 3 2 1	cc 39___
40.	Coordination of volunteer services..........	5 4 3 2 1	cc 40___
41.	Relationship between volunteers and staff...	5 4 3 2 1	cc 41___
42.	Relationship between students and volunteers................................	5 4 3 2 1	cc 42___
43.	Communication among volunteers, staff and administration..........................	5 4 3 2 1	cc 43___
44.	Teacher commitment to volunteer program.....	5 4 3 2 1	cc 44___
45.	Recognition of volunteer services...........	5 4 3 2 1	cc 45___
46.	Evaluation of volunteers and volunteer program...................................	5 4 3 2 1	cc 46___
47.	Benefit of volunteer program to students....	5 4 3 2 1	cc 47___
48.	Benefit of volunteer program to volunteers..	5 4 3 2 1	cc 48___
49.	Benefit of volunteer program to teachers....	5 4 3 2 1	cc 49___
50.	Benefit of volunteer program to school......	5 4 3 2 1	cc 50___

****

END OF QUESTIONNAIRE -- THANK YOU FOR YOUR ASSISTANCE

APPENDIX B

The following questions deal with areas of volunteer involvement in schools and whether there are any aspects of volunteer involvement that could be improved. These questions are not meant to be an assessment of the volunteer program in your school; rather, you are asked to think about the involvement of volunteers in schools in general. Your responses will, of course, be confidential.

1. What aspects of volunteer involvement in schools could be improved?

2. How could volunteers be used more effectively in schools? What problems (if any) need to be dealt with to accomplish this?

3. The following are parts of volunteer programs:

    a) Pre-planning for volunteer involvement.

    b) Recruitment of volunteers.

    c) Selection/Screening of volunteers.

    d) Training/Orientation of volunteers.

    e) Training/Orientation of teachers.

    f) Placement of volunteers.

    g) Tasks performed by volunteers.

    h) Evaluation of volunteer programs.

    i) Routine procedures for smooth operation.

    j) Recognition of volunteers.

If any of the above need improvement, how could this be done?

The following transcript is an example of the interviews that were conducted as part of the data collection for this thesis. This transcript is provided as a typical example of how the interviews were conducted. All people interviewed were given a copy of the questions before the start of the interview.

An ellipsis occurs in the transcript whenever something has been ommitted to preserve confidentiality.

Interview with Teacher

Interviewer: This is basically just a guide that I've developed; just a few questions about the general area and we can start with the first question. From your perspective as a teacher, are there any aspects of volunteer involvement in the schools that you think could be improved?

Teacher: That's in the classroom itself?

Interviewer: Or in the school.

Teacher: Well, one aspect that has really improved is the use of volunteers in the phys-ed program. They're having coaches come in, outside coaches to help them, which is really good. In the classroom itself, I think part of the problem is this whole idea of that's my classroom and what happens there is up to me totally. I think that's partly the problem because teachers haven't been exposed to volunteers enough. They're not quite sure what to expect because I have come across cases where volunteers have come in more or less just to snoop or criticize rather than be sincerely interested. The second point with that is so much of what is happening in society today is divorced from schools and we have to bring the schools into that, I think. It's more that just reading and writing today. It's a total awareness and I think the biggest improvement is making teachers aware of what's available. Because you're so busy doing your lesson plans, trying to cover your course, you don't have time to do the research to find out what's available. In this school we have a person downstairs who will try and find resource people for you if you tell her what area you want.

Interviewer: That being the community school coordinator?

Teacher: Right, and that has helped a great deal. But I think it's a matter of communication, that person talking to teachers all of the time and finding out what they're doing and what they want and making suggestions. Because sometimes you're so busy you don't have - you don't think about it. You're caught up in the old rut of getting this work finished. And sometimes that person talks to you and lets you know - finds out what you're doing and lets you know maybe what's available. You might start picking up on it. So, a lot more comunication between teachers and that person. I think that person has to, if she has the time, that person has to talk to the teachers at coffee breaks, lunch hour, after school, you know, in the hallway, ask them what they're teaching right now. Atmospheric pressure - "Oh gee, I've got some people who might be able to come in" or "I've got a field trip that you could go on". So it's a communication aspect that needs to be improved a lot more. The problem is we haven't gotten involved enough really to know about the aspects that could be dealt with.

Interviewer: Okay, do you think that there's some way, from your perspective, that volunteers could participate more effectively in schools?

Teacher: Yes, I do. The problem there is defining the role. What is their purpose in school, I think. What are they going to be doing? That whole aspect. What's their role? Are they going to be a helper? Are they going to be an advisor on certain subjects in expertise that they have? It's defining that role between the teacher and that person coming in. See in phys-ed there's no problem because of the nature of the phys-ed program, whether it's basketball or football, because it's teaching a skill and these people are very well qualified and there's no conflict. But you get into a classroom and so many people think anybody can teach. I can walk into the classroom. I can do that job, and they don't realize that with the constraints and the pressure put on teachers, who have to conform to certain rules and regulations, that there's a lot of things that we'd like to do but we can't because of legality or because of constraints put on by the school board. Very often people who come in as volunteers tend to criticize, so it's defining that role. Where do they fit into this here program? And then the second thing is getting over teacher's fears of outsiders, almost like, judging them. You know what I mean?

Interviewer: So would you say that teachers themselves have to understand the role of the volunteer a little more clearly?

Teacher: Yes, and vice versa, because I find especially today, even from when I went to school 20 years ago, things are much more defined. You walked into a classroom, sat down. You had a workbook and text and you did your work. Today, things have changed so much in terms of teaching; what they want us to do in classrooms. Kid's attitudes are so different. The things they have today are things we would never even have thought of having.

Interviewer: In this third question, I've put down some titles of things that people who write about volunteer programs and people I've talked to say are being done in places and are part of volunteer programs. Do you see a need to improve any of the items that I've listed?

Teacher: The first one, pre-planning for volunteer involvement. I think that's so important. If you don't want teachers to think they're being forced into something, something is being forced down their throats, they have to be involved right from the start. Now, I find the problem with the academic high school people is that they're required to teach a certain course and right now it's so heavy they almost don't have time for things like films or speakers or even field trips. They don't have time and if we're going to have departmentals on that core material, they'll even have less time from what I understand. I teach .... The planning is very important, pre-planning, letting everybody know what is going to happen and that whole idea. That's the most important right there and the second, recruitment of volunteers, that's a lot of work. Just trying to find people and get them in is a lot of work. Selection and screening, training, actually "b", "c", and "d", those three right there. You almost need one person who can devote their whole time to it like we have in this school here. Because you don't have time yourself, you just don't have time. The training of teachers, I think with the younger teachers - they're much more open to people coming in. I find the older teachers are much more standoffish. They say this is my little world. I'm not right here 100 percent but I find younger teachers are much more open to people coming in because I think that when they went to school they had speakers coming in and they're much more open to it. Evaluation, tasks - tasks again refers back to what's the role of that person. Is it just information giver or are they going to plan a whole lesson? What exactly are they going to do? Evaluation of volunteer programs, that would be, I guess, between all three people; the person who comes in, the coordinator, and the teacher to see where improvements could be made on that. And "j", recognition, is very important too. If these people feel that they're valuable, like they're important, they might come back. And something else that's not mentioned but I think is very important; when you tell students something, let's say it's a religion class and you're talking about behavior, morals, from you they expect that so it's ho-hum. But if you have an outsider come in, they listen more intently. They think, well maybe there is something here. I find that it doesn't matter what area, you have a lay person coming in, a carpenter or mechanic, and he says the same thing the teacher's saying, they listen a bit closer because it's not just someone saying something because they're supposed to say that.

Interviewer: They have credibility and they lend you credibility as well?

Teacher: And also, it's very good to teach some of these students things like courtesy and manners. I find that's one thing that a lot of students today have to improve on and that's manners and having these volunteers come in, it forces them to be a bit more polite, to work on that aspect.

Interviewer: Of any of these things which would you say would be most in need of improvement in terms of volunteer programs themselves?

Teacher: In number 3 there?

Interviewer: Yes.

Teacher: I think the "a" one, pre-planning. As far as I understand it right now in this school, we have a young lady who helps us get speakers and she'll help us with field trips and with films. That's my understanding of it, and we can go down there and ask her to help us and in one course I had last year it was a great help. But it almost has to be where that person will sit down with you personally and say "What's your program?" I'll say, "Here it is, A to Z". "Okay, where can we fit volunteers in?" Or maybe I should go down to her and say, "Okay, where can we fit volunteers in? I'm doing something on agriculture and farming. What do you have in your little book there? Is there a farmer we can bring in? Is there a district agriculturalist? Is there a trade fair?" You see, and then she could start thinking about that and looking for it along with myself and then come to me and say here is something you can do for this here program. But it's pre-planning, her being familiar with what you're doing and you knowing exactly what she can do for you. Communication, that pre-planning for volunteer involvement, that's the most important I think. If you have a good plan set up and people know exactly what's happening and what they can do, a lot of that stuff will run pretty smoothly after that.

Interviewer: Well, unless you have something else to add I think we're done here.

Teacher: No, that's about it. I think the biggest problem, at least in this school, we're not really familiar enough with what we can and can't do.

Interviewer: You'd like to see some more familiarization? You'd like to see teachers more familiar with the prossibilities?

Teacher: And that's up to us. We should sit down with the person and talk it over. It's just a matter of communication. It's not just something where the principal can send a memo and say all teachers will now do a,b,c,d. It's not that kind of thing. You have to want to do it and some teachers don't want outsiders in their classroom or they don't find a need for it because they think it's a waste of time, so it's an attitudinal thing too. I think that's really important, that attitudianal thing. But from my point of view, I think education happens just as much outside the classroom as inside and especially with social studies, literature, science. To make it relevant we have to bring things in.

Interviewer: And that would be volunteers primarily?

Teacher: Yes, like we use, we use films now, we use videotapes, but that's just one side of it and I think there's so many people out there, especially today when so many of them don't have jobs, that could come in and do something.

APPENDIX C

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

April 28, 1983

I am a graduate student working on my Master's thesis in the Department of Educational Administration at the University of Alberta. The research I am doing involves aspects of the structure of volunteer programs in community schools and perceived satisfaction with volunteer involvement.

My request is that I be allowed to ask the principal of the designated community school in your jurisdiction to complete a questionnaire that I have developed. A copy of the questionnaire is enclosed.

If there are any difficulties or questions please contact me at either 432-4913 or 434-1393 in Edmonton. I will be sending the questionnaire to the principal one week from the date of this letter if there are no objections to my request.

Thank you in advance for your help and cooperation in this matter.

Yours sincerely,

Harry Wagner

Harry Wagner
Graduate student (M.Ed. Program)
University of Alberta

Encl.

7-104, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE (403) 432-5241

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

May 4, 1983

I am a graduate student working on my Master's thesis in the Department of Educational Administration at the University of Alberta. The research I am doing involves aspects of the structure of volunteer programs in community schools and perceived satisfaction with volunteer involvement.

I would appreciate your completing this questionnaire and returning it in the envelope provided. Your superintendant has been sent a copy of the questionnaire as well as an explanation of the purpose of my research.

Thank you in advance for your help and cooperation in this matter.

Yours sincerely,

Harry Wagner

Harry Wagner
Graduate student (M.Ed. Program)
University of Alberta

Encl.

7-104, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE (403) 432-5241

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

QUAECUMQUE VERA

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

Department of Educational
Administration
7-104, Education North
University of Alberta
Edmonton, Alberta
T6G 2G5
May 26, 1983

I am a graduate student working on my Master's thesis in the Department of Educational Administration at the University of Alberta. The research I am doing involves aspects of the structure of volunteer programs in community schools and perceived satisfaction with volunteer involvement.

In case you have not received or have misplaced the earlier questionnaire I sent you, I include another for your convenience. I would appreciate your completing this questionnaire and returning it in the envelope provided. Your superintendant has been sent a copy of the questionnaire as well as an explanation of the purpose of my research.

Thank you in advance for your help and cooperation in this matter.

Yours sincerely,

Harry Wagner

Harry Wagner
Graduate student
M.Ed. Program
University of Alberta

Encl.

APPENDIX D

Table D1

Designated Status as of June, 1983
N = 46

Length of Time	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. Less than one year.	1	3	2	1
2. One year	2	2	1	4
3. Two years	6	4	3	3
4. Three years	3	3	1	2
5. Four years	-	-	-	-
6. Five years or more	2	1	1	1
Total	14	13	8	11

Table D2

Existing Volunteer Programs
N = 45

Length of Time	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. No existing volunteer program.	1	2	4	2
2. One year	2	-	2	1
3. Two years	2	3	-	-
4. Three years	1	1	-	1
5. Four years	-	-	1	1
6. Five years or more	7	7	1	6
Total	13	13	8	11

Table D3

Pre-Planning for Volunteer Involvement
N = 37

Elements	Absolute Frequency - School Type			
	Elem. N=13	Elem/Jr.H N=11	Jr/Sr.H. N=4	Other N=9
1. Analysis of staff readinesss.	3	2	1	3
2. Discussion of potential volunteer program among staff.	8	9	4	7
3. Identification of major needs of the school.	7	6	2	5
4. Identification of alternative solutions to major needs of the school including volunteer assistance.	3	3	1	3
5. Decision to proceed with plan and identification of participating staff members.	4	6	2	3
6. Agreement on objectives of program.	5	3	1	4
7. Identification of guidelines for long-range evaluation of program.	1	1	-	3
8. Development of volunteer selection criteria.	1	4	-	3
9. Preparation of list of initial tasks for volunteers.	7	5	2	6
10. None	-	1	-	1
11. Other	2	-	-	2

Table D4

Responsibity for Initial Planning and Introduction of Volunteer Program

N = 34

Position	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. Principal	5	5	2	2
2. Vice-Principal	-	-	-	-
3. Teachers	-	-	-	-
4. Principal and Teachers	3	2	-	-
5. Community School Coordinator	1	2	1	2
6. Principal and Community School Coordinator	-	-	1	2
7. Principal, Teachers, and Community School Coordinator	1	1	-	-
8. Other	2	-	-	2
Total	12	10	4	8

Table D5

Steps Taken in Planning for

Recruitment of Volunteers
N = 37

Elements	Absolute Frequency - School Type			
	Elem. N=13	Elem/Jr.H N=11	Jr/Sr.H. N=4	Other N=9
1. Identifying possible sources of volunteers.	12	8	3	9
2. General information meeting with parents or other potential volunteers.	6	7	1	5
3. Maintaining a file of potential volunteers.	11	7	3	9
4. Maintaining a current inventory of the need for volunteers.	6	3	2	5
5. Decision on recruitment policies.	1	2	3	2
6. Development of a recruitment plan.	2	2	2	3
7. None.	-	-	-	-
8. Other.	-	-	-	-

Table D6

Methods of Recruitment
N = 37

Methods Used	Absolute Frequency - School Type			
	Elem. N=13	Elem/Jr.H N=11	Jr/Sr.H. N=4	Other N=9
1. Individual or personal recruitment.	12	10	4	7
2. Public recruitment.	8	9	3	6
3. Delegated recruitment	4	5	1	2
4. Other	1	1	-	3

Table D7

Responsibity for Recruitment of Volunteers
N = 36

Position	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. Principal	1	1	-	-
2. Vice-Principal	-	-	-	-
3. Teachers	-	-	-	1
4. Principal and Teachers	3	4	-	1
5. Community School Coordinator.	6	4	2	3
6. Principal and Community School Coordinator.	1	1	-	-
7. Principal, Teachers, and Community School Coordinator.	2	-	-	1
8. Other	-	-	2	3
Total	13	10	4	9

Table D8

Were Volunteers Screened?
N = 37

Variable	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. Yes	2	3	3	5
2. No	11	8	1	4
Total	13	11	4	9

Table D9

Qualities Looked for in Volunteers
N = 13

Desired Qualities	Absolute Frequency - School Type			
	Elem. N=2	Elem/Jr.H N=3	Jr/Sr.H. N=3	Other N=5
1. Personal.	2	3	2	5
2. Commitment to volunteer. work	1	3	2	4
3. Academic.	-	-	-	1
4. Past experience.	2	2	1	2
5. Knowledge of specific skills.	2	3	2	4
6. Other.	-	-	-	-

Table D10

Responsibility for Screening of Volunteers
N = 13

Position	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. Principal.	-	-	-	-
2. Vice-Principal.	-	-	-	-
3. Teachers.	-	-	-	-
4. Principal and Teachers.	-	1	-	-
5. Community School Coordinator.	-	2	2	3
6. Principal and Community School Coordinator.	-	-	-	-
7. Principal, Teachers, and Community School Coordinator.	-	-	-	2
8. Other.	2	-	1	-
Total	2	3	3	5

Table D11

Are Training/Orientation Sessions Held for Volunteers?

N = 36

Variable	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. Yes	10	6	1	7
2. No	2	5	3	2
Total	12	11	4	9

Table D12

Duration of Volunteer Orientation Sessions

N = 24

Time Spent	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. One half day or less	6	4	1	3
2. One day	1	-	-	-
3. Two days or more	-	-	-	-
4. Ongoing	3	1	-	1
5. Other	-	1	-	3
Total	10	6	1	7

Table D13

Elements of Volunteer Orientation Sessions
N = 24

Elements	Absolute Frequency - School Type			
	Elem. N=10	Elem/Jr.H N=6	Jr/Sr.H. N=1	Other N=7
1. Objectives and aims of the program.	6	5	1	7
2. Policies and procedures of the school.	8	5	1	7
3. Summary of development and operation of the school including its problems and needs.	4	2	-	4
4. General characteristics of the group or individuals that the volunteer will be assisting.	6	2	1	4
5. Defintions of volunteers' role in relation to the professional staff.	8	6	1	6
6. Definition of staff members' role in relation to the volunteer.	8	3	1	4
7. Definition of tasks volunteer will perform.	9	5	1	5
8. Other.	1	-	-	-

Table D14

Responsibility for Volunteer Orientation
N = 24

Position	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. Principal.	-	1	-	1
2. Vice-Principal.	-	-	-	-
3. Teachers.	-	-	-	-
4. Principal and Teacher.	1	-	-	-
5. Community School Coordinator.	5	2	-	4
6. Principal and Community School Coordinator.	-	1	-	-
7. Principals, Teachers, and Community School Coordinator.	2	2	1	-
8. Other.	2	-	-	2
Total	10	6	1	7

Table D15

Are Training Sessions Held for Staff Members?
N = 37

Variable	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. Yes	4	3	1	3
2. No	9	8	3	6
Total	13	11	4	9

Table D16

Elements of Teacher Orientation Sessions
N = 11

Element	Absolute Frequency - School Type			
	Elem. N=4	Elem/Jr.H N=3	Jr/Sr.H. N=1	Other N=3
1. Definition of program activities which can be carried out by volunteers under professional supervision.	4	2	1	3
2. Discussion of goals and structure of volunteer program.	4	3	-	3
3. Discussion of techniques for fostering interpersonal relationships with volunteers.	3	2	1	3
4. Discussion of assistance available to staff members working with volunteers.	4	2	1	3
5. Discussion of evaluation criteria for volunteer program.	3	2	1	3
6. Discussion of procedures for dealing with major difficulties.	4	2	1	3
7. Other.	-	-	-	-

Table D17

Elements Considered in Placement of Volunteers
N = 37

Variables	Absolute Frequency - School Type			
	Elem. N=13	Elem/Jr.H N=11	Jr/Sr.H. N=4	Other N=9
1. Teacher request	13	9	4	9
2. General school needs	13	7	3	9
3. Volunteer skills	11	9	2	9
4. Volunteer request	11	7	2	7
5. Other	2	3	-	1

Table D18

Responsibility for Placement of Volunteers
N = 37

Position	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. Principal	3	2	1	-
2. Vice-Principal	-	-	-	-
3. Teacher	1	-	-	-
4. Principal and Teachers	-	2	-	-
5. Community School Coordinator.	5	4	2	4
6. Principal and Community School Coordinator.	1	-	1	-
7. Principal, Teachers, and Community School Coordinator.	2	1	-	4
8. Other	1	2	-	1
Total	13	11	4	9

Table D19

Responsibility for Coordination of Volunteer Activities

N = 46

Position	Absolute Frequency - School Type			
	Elem.	Elem/Jr.H	Jr/Sr.H.	Other
1. Principal	1	1	-	-
2. Vice-Principal	-	-	-	-
3. Teacher	-	2	-	-
4. Community School Coordinator	9	7	6	8
5. Volunteer	-	-	-	-
6. Principal and Community School Coordinator	1	-	1	1
7. Principal, Teachers, and Community School Coordinator	-	1	-	-
8. Other	3	2	1	2
Total	14	13	8	11